



# **Needham School Committee**

**May 21, 2013**

**7:00 p.m.**

**Broadmeadow School  
School Committee Room**

*A school and community partnership that creates excited learners, inspires excellence, fosters integrity.*



A school and community partnership that creates excited learners • inspires excellence • fosters integrity.

## **SCHOOL COMMITTEE MEETING AGENDA**

**May 21, 2013      7:00 p.m.**

**Broadmeadow School:    School Committee Meeting Room**

**Next School Committee Meeting: June 4, 2013**

**7:00 p.m.    Public Comments**

**7:10 p.m.    Superintendent's Comments**

### **Discussion Items**

**7:20 p.m.**    Needham High School Student Advisory to School Committee Report

**7:40 p.m.**    2012-2013 High Rock School Improvement Plan

**8:30 p.m.**    Proposed 2013-2014 Needham High School Handbook Changes

**8:50 p.m.**    School Committee Policy JHCCA/GBE: HIV / AIDS Revision 1 First Reading

**9:00 p.m.**    Naming of Facility Request

**9:30 p.m.    Action Items**

Approve 2013-2014 Elementary and Middle School Handbooks

Approve Minutes of the Meeting of May 7, 2013

Approve FY13 Budget Transfers

**9:40 p.m.    School Committee Comments**

### **Information Items**

2012 MetroWest Adolescent Health Survey Reports

FY13 Budget Transfers

Disposal of Surplus Items

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Public Comments**

Background Information:

**The Chairperson will offer the opportunity for the public to speak to the School Committee on issues not on the agenda.**

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Superintendent's Comments**

Background Information:

**Superintendent Daniel E. Gutekanst will apprise the School Committee of events, information, and matters of interest not on the agenda.**



**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Discussion**

**Needham High School Student Advisory to School Committee Report**

Background Information:

- **The Superintendent will introduce the newly elected members of the Student Advisory to the School Committee (SASC).**
- **The Student Advisory to School Committee meets regularly with the principal to discuss school issues, concerns, and ideas with the high school administration.**
- **This is the final report the SASC will provide the School Committee this year.**
- **The students are excited and prepared to discuss these issues with the School Committee and welcome your questions and comments.**

Students Available for Presentation:

**Sara Castiglia  
Peter Goldberg  
Justin Jacobs  
Samantha Lerner  
Sarah Wright**

## MEMORANDUM

To: Needham School Committee  
From: Student Advisory to the School Committee  
Date: May 21, 2013

The Needham High School Student Council would like to thank the School Committee once again for the opportunity to present the current events of Needham High School.

First we would like report on the latest policy that has been passed. Dr. Pizzi is here to talk more about it later. The new Chemical Health Policy addresses student who participate in a club offered by the school. The current policy only addresses students who play sports at the school. This new policy will ensure proper consequences for students who get caught in situations where any illicit substance is involved. If a student is caught for the first time they will lose eligibility for 25% of their activity, the second time 60%. The third (and subsequent) time(s) the student may be permanently restricted from the activity or club.

Last weekend our Student Council held a Car Wash Fundraiser at Claxton Field. This event is the student council's major fundraiser in the spring, and we raised around \$800 for the clubs at our school, as the money goes towards the At-Large account that benefits all students. We sold the tickets in two ways, pre-sale and on the spot, at the price was split 25% and 75% respectively. We hope to do more events like this one in the future, as they are relatively easy and help raise more money for our students.

As the school year comes to a close both the juniors and seniors host grade wide events to close the year. The junior class is hosting their annual Junior Harbor Cruise. The cruise goes around the Boston Harbor as the juniors board for a night of dinner and dancing. The seniors just had their Senior Banquet hosted at the Needham Sheraton. At the banquet there is a slideshow from their high school experience along with dinner. The seniors close the spring with their Prom as well as their All Night Party. This is a time for the seniors to come together after they graduate for the last time as a grade.

Student Council often hosts events that are aimed at fostering the sense of community within the school. This year, Student Council came up with a new fundraising idea called "Kiss the Seniors Goodbye." Students in the lower grades have the opportunity to buy a small package of Hershey Kisses to send with their own personalized note to the senior of their choice. Every senior will receive at least one package of Hershey Kisses from Student Council so that no senior will feel left out of the fun event. The packs of Hershey Kisses will be sold all of this week and they will be distributed next week. Student council is hoping that this event will not only help to raise money for the At-Large account, but also help to strengthen the relationship between the different grades.

The Student Council greatly appreciates the opportunity to present on recent events, concerns, and initiatives, and hopes to continue collaborating with the School Committee in the future. We look forward to a prosperous and successful year working with you!

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Discussion**

**2012-2013 High Rock School Improvement Plan**

Background Information:

- **The High Rock School Council has worked collaboratively this past year to advise Principal Jessica Downey and develop and maintain the School Improvement Plan.**
- **In accordance with M.G. L. Chapter 71, Section 59c, the superintendent has approved the High Rock School Improvement Plan.**

**Persons Available for Presentation:**

**Ms. Jessica Downey, Principal, High Rock School  
Members of the High Rock School Council**

# *High Rock School*

## *2013 – 2016*

### *School Improvement Plan*

*Submitted by:*  
*High Rock School Council*

Teachers:

Nicole Byrne  
Jonthan Glover  
Abbie Taube

Parents:

Dawn Coren  
Kathy DeMayo  
Rae Mang  
Robin Perlman  
Erica Supple  
Kate Ward

Administration:

Jessica Downey, Principal

# High Rock School

## *2013- 2016*

### *School Improvement Plan*

The 2012-2013 High Rock School (HRS) School Council worked collaboratively to develop a School Improvement Plan (SIP) that will continue to serve as a primary driving force in the school decision-making process.

The SIP spans four categories: Teaching & Learning, Transition & Support Programming, Social Emotional Learning & Programming and Growth Needs, Service & Safety. Each category is aligned with one or more of the District Goals.

As High Rock enters its 5<sup>th</sup> year as a sixth grade center, we are proud of the progress we have made in developing a culture and community that reflects our school values of Learning, Self-Discovery & Caring for Others. Our work over the next three years will be focused on improving curriculum and instruction, adapting to the Common Core, articulating transition programming and moving toward innovation and improvement through the use of technology.

I wish to share a grateful acknowledgement to the members of the HRS School Council for their vision, efforts and commitment to HRS. It is through their leadership I proudly present the *2013-2016 High Rock School, School Improvement Plan*.

# Category 1

## Teaching & Learning

### Activities

#### 1.1 DESE Evaluation

*Educate staff on the new evaluation system and implement the new model. This will support growth and high expectations for student learning and teacher instruction.*

- Train staff & implement a new evaluation system *(Administrators & Teachers)*
- Evaluate implementation in order to refine the practices and protocols used at High Rock School *(Administrators & Teachers)*

#### 1.2 RTI

*Develop a system of responsive early intervention at High Rock so that all teachers can utilize effective instructional strategies and progress monitoring.*

- Re-design a FLEX period that is responsive to the needs of students particularly in the area of mathematics and constructed response writing *(Administrators & Teachers)*
- Refine and communicate the process of a Teacher Assistance Team model that provides effective instructional strategies, academic/emotional interventions and evidence of student progress *(Principal, Special Ed. Coordinator, & Guidance Staff)*
- Create a High Rock School Accommodation Plan that indicates Tier I, Tier II and Tier III interventions available and appropriate for all students in grade 6 *(Principal, Special Ed. Coordinator, Guidance Staff & Teachers)*

#### 1.3 Special Education

*Provide effective mainstream curriculum learning expectations, modifications, and program development through general and special education staff partnership. By generalizing special educational work within all classrooms and with all teachers, the understanding and effectiveness of special education will increase.*

- Redefine consultation time and design protocols for 6-day cycle meetings between General Ed & Special Ed teachers *(Principal & Special Ed. Coordinator)*
- Identify benchmarks for student progress *(Special Ed. Coordinator & Teachers)*
- Collect student data on identified benchmarks *(Teachers)*
- Use student data on benchmarks to design instruction *(Teachers)*
- Provide Professional Development for staff on disabilities and their impact on students in the educational setting *(Principal & Special Ed. Coordinator)*

#### 1.4 Literacy

*Emphasize literacy experiences in planning and instruction outside of the ELA classroom.*

- Collect evidence of student writing across the disciplines *(Coordinators, Directors, Literacy Specialist & Teachers)*
- Increase non-fiction text used in classroom instruction *(Coordinators, Directors, Literacy Specialist & Teachers)*

#### 1.5 Common Assessments

*Continue to develop, refine and administer common assessments in each subject area and course.*

- Administer a minimum of two common assessments in each department *(Teachers)*
- Develop protocols for the administration and modification of common assessments *(Coordinators, Directors, & Teachers)*
- Create common assessments that have direct links to the Common Core *(Teachers)*
- Demonstrate how the data from common assessments is used to identify and monitor student progress *(Teachers)*
- Align the scope and sequence of the curriculum across each department in order to administer common assessment consistently *(Coordinators, Directors, & Teachers)*

#### 1.6 Feedback on Progress

*Ensure that teachers help students and families to understand academic learning goals and provide them with meaningful feedback on their progress towards meeting those goals. Additionally, provide to students and families information related to curriculum, expectations and assessments.*

- Post rubrics and exemplars electronically *(Teachers)*
- Disseminate overview of Units of Study to families at minimum three (3) times a year *(Teachers)*
- Provide additional training for teachers, students and families in aspects of PowerTeacher *(Principal and Technology Personnel)*
- Measure the increase of teacher utilization the PowerTeacher features *(Principal and Technology Personnel)*

## Category 2

### Transition & Support Programming

#### Activities

##### 2.1 Developmental Milestones

*Create a developmental chart of 6<sup>th</sup> grade students related to their cognitive, social, emotional, behavioral and physical development.*

- Examine and determine appropriate milestones and categories that are supportive to parents, students and teachers *(Principal, Special Ed. Coordinator, & Guidance Staff)*
- Create a developmental chart and post on the school's website *(Principal, Special Ed. Coordinator, & Guidance Staff)*

##### 2.2 Family Communication

*Disseminate monthly student/parent conversation starters.*

- Develop and communicate 8 – 10 “conversation starters” on a variety of topics that relate to 6<sup>th</sup> grade students *(Principal)*
- Deliver “conversation starters” to parents via listserv *(Principal)*

##### 2.3 Transition Structures & Process

*Evaluate and refine transition structures that facilitate adult/student and student/student relationships.*

- Develop a document that outlines the transition from grade 5-6 and 6-7 *(Principal)*
- Create process for students, parents, teachers and administrators to give their feedback at the conclusion of the transition process in order to make adjustments for the next year's transition *(Principal)*

## Category 3

# Social Emotional Learning & Programming

### Activities

#### 3.1 Program Assessment

*Implement assessment tool that examines the social emotional learning support and programming of students, families and staff. Use data to inform advisory, programming, school culture and practice.*

- Administer an assessment tool to students, families and staff *(Principal & Teachers)*
- Examine data and share feedback from assessment with community *(Principal & Teachers)*

#### 3.2 Cultural Proficiency

*Engage in direct and specific work with staff and students related to differences, diversity, and identity. In addition, evaluate and refine support structures for students and staff of color, including mentoring opportunities and affinity groups.*

- Provide opportunity for staff to have ongoing conversations around cultural proficiency *(Principal, Coordinators, Directors, & Teachers)*
- Examine and update school resources and texts *(Coordinators, Directors, & Teachers)*
- Evaluate and refine “Common Ground” *(Principal, METCO Director, METCO Coordinator & Teachers)*
- Actively recruit staff of color *(Principal, Coordinators & Directors)*

## Category 4

# Growth Needs, Service & Safety

### Activities

#### 4.1 Technology

*Examine the role 1 to 1 technology has in improving instruction and student learning.*

*Review and revamp High Rock website as appropriate.*

- Provide professional development to support integration of 1 to 1 technology with students *(Principal & Director of Technology Integration)*
- Pilot the use of 1 to 1 technology with students *(Teachers)*
- Re-design the High Rock School website to better support the sharing of information and communication with students and families *(Principal)*

#### 4.2 Leadership

*Examine and develop a school leadership model in order to advance school improvement and support the diverse needs of the school community.*

- Improve communication among staff, administration and support personnel around students and families *(Administration, Guidance & Teachers)*
- Provide additional supports and strategies to intervene and support students’ academic, emotional and behavioral needs *(Administration & Guidance)*
- Implement consistent supervision and access to administration support for staff, students and families *(Administration & Guidance)*



**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Discussion**

**Proposed 2013-2014 Needham High School Handbook Changes**

Background Information:

- **Consistent with School Committee policy and Massachusetts General Laws (M.G.L.), the School Committee must review and vote to approve student handbooks at the elementary and secondary level.**
- **Also in accordance with the M.G.L. Chapter 71, Section 37h and School Committee Policy CHCA, Principal Jonathan Pizzi presents the proposed changes to the School Committee for your consideration and support.**

**Persons Available for Presentation:**

**Dr. Jonathan Pizzi, Principal, Needham High School**



# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

*Jonathan D. Pizzi, Ph.D.  
Principal*

TO: Dan Gutekanst, Superintendent  
FROM: Jonathan Pizzi, Principal  
RE: NHS 2013-2014 Student Handbook  
DATE: May 16, 2013

I write to present the NHS Student Handbook for SY 2013-2014. Attached you will find a full-text draft of the document. Both areas of the handbook that have been revised for clarity and those containing policy revisions are highlighted within the document. Throughout the school year the NHS School Council, in conjunction with the NPS Student Development and Program Evaluation Office, NPS legal counsel, the NHS Student Council, and the NHS administration, has reviewed and revised several sections within the handbook.

Key revisions to this handbook include:

1. listing of new daily attendance reporting information under “Quick Contact Information” (p. 1), “Department and Administration Information” (p. 9), and “Student Attendance Policies” (pp. 18-19).
2. contact information and student assignment that reflects the addition of an assistant principal (p. 9).
3. updates to district legal notices, including the “Non-discrimination Notice (p. 10), the “Policy Prohibiting Harassment” (p. 11), and the “District Meetings, Programs, and Activities” section (pp. 13-14).
4. addition of Club Sports Program information (pp. 43-44).
5. a new section with information regarding student extracurricular activities, including a newly delineated “Chemical Health Policy” (§ XI, pp. 50-52).
6. revisions regarding the reorganization of the NHS Guidance Department (§ XVI, “Counseling & Student Support” pp. 73-75).

On behalf of both the NHS School and Student Councils, I thank you in advance for your support of this process and for your review of this document. As always, please contact me at your earliest convenience should you have any questions or concerns.

attachments: 1

# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE



## *Student Handbook* *2013-2014*



*Needham High School ♦ 609 Webster Street ♦ Needham, MA 02494*

## QUICK CONTACT INFORMATION

Main Number – All Calls..... (781) 455-0800  
Daily Attendance Reporting.....x2602  
Grade Level Office ..... x 2241, x2243  
Guidance..... ext. 2144  
Guidance Fax..... (781)-455-0408  
Health Office ..... x2123  
Athletic Director..... x2105  
Media Center..... x2709  
Main Office..... x2205  
Main Office Fax..... (781) 449-5111  
Website..... <http://nhs.needham.k12.ma.us/main/>

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Si usted desea que este documento sea traducido, por favor llame a la oficina del Programa de aprender el idioma inglés al número 781-455-0800.

# NEEDHAM HIGH SCHOOL

## MISSION

NEEDHAM HIGH SCHOOL DRAWS FROM THE STRENGTHS OF THE COMMUNITY TO CREATE TEACHING AND LEARNING PARTNERSHIPS BETWEEN FACULTY, PARENTS, AND STUDENTS, BOTH ON AN INDIVIDUAL LEVEL AND IN GROUPS, IN ORDER TO PROVIDE A HIGH QUALITY EDUCATION.

THE SCHOOL OFFERS STUDENTS A VARIETY OF OPPORTUNITIES TO EXCEL AND A DIVERSITY OF PERSPECTIVES FROM WHICH TO LEARN IN AN ENVIRONMENT THAT IS BOTH NURTURING AND CHALLENGING.

THE BALANCED STUDENT IS ABLE TO PARTICIPATE ACTIVELY IN SCHOOL AND SOCIETY, BE CREATIVE, AND SELF-ADVOCATE WHILE DETERMINING HIS OR HER UNIQUE PATH TO FULFILLMENT.

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## I. Principal's Message

[Insert Message Here]

DRAFT

## II. Needham Public Schools Calendar 2013-2014

### NEEDHAM PUBLIC SCHOOLS PUPILS' CALENDAR

**2013-2014**

September (19 days)				
M	T	W	Th	F
26	27	28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

February (15 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October (22 days)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March (21 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November (18 days)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29




April (16 days)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December (15 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May (21 days)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January (21 days)				
M	T	W	Th	F
			1	2
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June (12 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	Holiday/Recess
	Early Release
	Delayed Opening- 2 hrs

#### AUGUST

8/29	General Staff Meeting
8/30	Professional Development Day

#### SEPTEMBER

9/2	Labor Day
9/3	All Schools Open
9/4	First Day of Kindergarten
9/4	Preschool Orientation
9/5	Rosh Hashanah
9/6	First Day of Preschool & KASE

#### OCTOBER

10/1	Early Release - Professional Development
10/14	Columbus Day
10/24	Early Release - Professional Development

#### NOVEMBER

11/7	Delayed Opening - Professional Development
11/11	Veterans' Day
11/27	Early Release-Thanksgiving
11/28-29	Thanksgiving Recess

#### DECEMBER

12/10	Early Release- Professional Development
12/20	Schools close at end of day for winter recess
12/23-1/1	Winter Recess

#### JANUARY

1/2	Classes Resume
1/17	Early Release - Professional Development
1/20	Martin Luther King Jr. Day
1/29	Delayed Opening - Professional Development

#### FEBRUARY

2/11	Early Release - Professional Development
2/17	Presidents' Day
2/18-21	February Recess
2/24	Classes Resume

#### MARCH

3/6	Early Release - Professional Development
3/26	Early Release - Professional Development

#### APRIL

4/8	Delayed Opening - Prof. Dev. (Town Election)
4/18	Good Friday
4/21	Patriots' Day
4/22-25	April Recess
4/28	Classes Resume

#### MAY

5/14	Early Release - Professional Development
5/26	Memorial Day

#### JUNE

6/3	Early Release - Professional Development
6/2	Graduation
6/17	Last day of school early release - no snow days
6/24	Last day early release 5 snow/emergency days

Approved by School Committee May 1, 2012

### III. Needham High School Assessment Calendar

DRAFT

[Insert Calendar Here]

## IV. Department & Administration Directory

### NEEDHAM HIGH SCHOOL MAIN NUMBER

**781-455-0800**

#### **MAIN OFFICE**

PRINCIPAL	DR. JONATHAN PIZZI	x2200
ASSISTANT TO THE PRINCIPAL	MS. MORA MACDONALD	x2200
OFFICE ASSISTANT	MS. MARY PILTCH	x2205
BOOKKEEPER	MS. GRACE LANG	x2114

#### **GRADE LEVEL OFFICE**

##### **ASSISTANT PRINCIPALS**

GRADE 9 (A-GARRIDO) & 10	MR. AARON SICOTTE	x2258
GRADE 9 (GELLER-NEEDHAM) & 11	MRS. ALISON COUBROUGH ARGENTIERI	x2240
GRADE 9 (NEELY-Z), 12 & CONNECTIONS PROGRAM	MR. JONATHAN BOURN	x2242

##### **SECRETARIES**

ATTENDANCE – ALL GRADES	MRS. CANDRA MOORE	x2602
GRADES 9 & 11	MS. LINDA RILEY	x2241
GRADES 10 & 12	MS. ROSANNE McTERNAN	x2243

#### **HIGH SCHOOL DEPARTMENT CHAIRS**

SPECIAL EDUCATION	MS. CATHY HELLER	x2771
ENGLISH	MR. PATRICK GALLAGHER	x2640
MATHEMATICS	MR. JOHN SHEA	x2846
SCIENCE	MR. ROBERT LOCKHART	x2949
HISTORY & SOCIAL SCIENCES	MR. STEPHEN PLASKO	x2540

#### **K-12 DIRECTORS**

GUIDANCE	MR. TOM DENTON	x2130
FINE & PERFORMING ARTS	DR. DAVID NEVES	x2440
HEALTH SERVICES	MS. MIMI STAMER	x2124
MEDIA	MS. DEB GAMMERMAN	781-455-0471
METCO	DR. JOANNE ALLEN-WILLOUGHBY	x2915
WELLNESS & PHYSICAL EDUCATION	DR. KATHY PINKHAM	x2140
WORLD LANGUAGE	MS. DEBBIE WATTERS	x2340

#### **DEPARTMENTS**

ATHLETICS	MR. MICAH HAUBEN	x2103
HEALTH OFFICE	NURSE TBD	x2123
	NURSE LISA AUSTIN	x2137

## V. Legal Notices

### 1. NON-DISCRIMINATION NOTICE

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action. (See also Policy Prohibiting Harassment)

To file a complaint alleging discrimination or harassment in a program sponsored by the Needham Public Schools by Needham Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the building Principal or the Non-Discrimination Coordinators for the district as follows:

#### **For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
TTY: (781) 455-0424  
Fax: (781) 455-0417

#### **For Faculty & Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
TTY: (781) 455-0424  
Fax: (781) 455-0408

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110. Tel (617) 289-0111 - TTY: 1(877) 521-2172

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public School's final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or

4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-0183) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

## **2. POLICY PROHIBITING HARASSMENT**

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability. However, such conduct based upon the protected classifications described above requires particular attention.

### **A. DEFINITIONS**

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

**Sexual Harassment** includes not only the types of conduct listed above that is based upon gender, but can also includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

### **B. HARASSMENT AND RETALIATION PROHIBITED**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

### **C. REPORTING & INVESTIGATING INCIDENTS OF HARASSMENT**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For Faculty and Staff, notify the Director of Personnel Resources, Tom Campbell at 781-455-0400 x 208. For Parents or Students, contact the Director of Guidance, Tom Denton at 781-455-0800 x 2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at 781-455-0400 x 203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

#### **D. STATE AND FEDERAL AGENCIES**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110 t. 617-289-0111 (TTY: 1-877-521-2172) The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-0183) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

### **3. STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

(a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The

Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

#### **4. DISTRICT MEETINGS, PROGRAMS, ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be



relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Development for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

##### **5. PROCESS FOR SCHOOL VOLUNTEERS**

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students will be required to participate in the Criminal Offender Record Information check prior to the volunteer activity. The school secretary will provide the Form to the potential volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The CORI information will be reviewed by the Superintendent or his designee prior to determining whether the individual will be permitted to serve as a volunteer. [For additional information on procedures to be followed, please see School Committee Policy ADDA – Criminal Offender Record Information (CORI).]

##### **6. HOMELESS CHILDREN AND YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district's Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781)-455-0400 x213.

## **7. RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student's parents. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at 781-455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

## **8. PREGNANT STUDENTS**

In accordance with state and federal law, the district does not discriminate against nor exclude students from its educational programs, or activities, including classes and extracurricular activities, on the basis of the student's pregnancy, childbirth, or recovery there from. Exceptions will be made only when a physician expressly prohibits the student's participation. The district requires a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school only to the extent such certification is required for all students for other physical or emotional conditions requiring the attention of a physician.

The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. A student may take a leave of absence relating to pregnancy and childbirth for any period of time deemed medically necessary by the student's physician. Following any such leave, the student will be reinstated to the status she held when the leave began. [See School Committee Policy JFE-Pregnant Students.]

## VI. Excerpts from the NHS Student Council Constitution

- I. The purpose of student council is to serve students, provide communication with the school administration, and coordinate social activities for Needham High School.
- II. Composition of students
  - A. Class Officers – There shall be four class officers: President, Vice President, Treasurer, and Secretary.
  - B. Class Representatives – Every grade shall elect three representatives, with the exception of the senior class, who shall elect a minimum of three representatives, or the number of representatives necessary to bring the total amount of seniors on the student council to ten.
  - C. METCO Representative – Two METCO Student Representatives elected by the METCO population of the school.
  - D. Student Advisory to the School Committee (SASC) – Six elected students of any grade.
  - E. Greater Boston Regional Student Advisory Committee (GBRSAC) – Two elected students of any grade.
  - F. School Council – Students selected by the Principal.
  - G. If a student is elected for GBRSAC or SASC s/he may not run for class representative.
- III. Responsibilities of student council members
  - A. [Advisor Responsibilities]
  - B. All members shall:
    1. Be present for at-large meetings;
    2. Represent the student body and make decisions on their behalf;
    3. As a whole, lead and participate in student government action, social events, and fund-raisers.
- IV. Student council at-large Officers:
  - A. An executive committee composed of the President, Vice President, Treasurer and Secretary shall meet to set agendas and prepare for meetings every other week or when necessary.
  - B. A class officer cannot be a student council at-large officer.
  - C. The President shall:
    1. Oversee general operation of student council activities;
    2. Facilitate meetings of the student council at-large;
    3. Hold regularly scheduled Executive Board and student council at-large
    4. meetings;
    5. Only cast her/his vote in the event of a tie;
    6. Set an agenda for every meeting;
    7. Maintain regular, individual contact with all executive board members.
  - D. Vice President shall:
    1. Assume the president's role in her/his absence;
    2. Assist the president for at-large meetings;
    3. Complete any other necessary functions;
    4. Oversee the committees if necessary.
  - E. Treasurer shall:
    1. Acknowledge all financial affairs;
    2. Act as chair of the Finance committee;
    3. Keep up-to-date records of all student council finances;

4. Periodically report on the financial standing of the council;
  5. Assume the president's role in the absence of the Vice President and President.
- F. Secretary shall:
1. Attend and keep minutes for student council at-large meetings;
  2. Keep attendance records for meetings and other functions;
  3. Maintain an up-to-date student council member roster including homeroom, phone number, and email address;
  4. Keep a student council calendar for upcoming meetings and functions;
  5. Reserve space for all meetings;
  6. Facilitate communication of all student council meetings and functions;
  7. Assume the president's role in the absence of Treasurer, Vice President, and President.
- G. Class Officers
1. The President shall conduct meetings with representatives and the class.
  2. The Vice-President shall assume the President's duties in the President's absence.
  3. The Treasurer shall keep an accurate record of class funds.
  4. The Secretary shall keep the minutes of class meetings, write up a summary of class activities.
- H. Class Representatives shall attend meetings, represent their class, and make decisions on their behalf.
1. METCO Representative – Two elected representatives shall attend at-large meetings and regularly report to the council of the body they represent.
  2. SASC – Six elected students shall attend at-large meetings and regularly report to the council of the body they represent.
  3. GBR SAC – Two elected students shall attend at-large meetings and regularly report to the council of the body they represent.
- I. School Council – Selected students shall attend at-large meetings as non-voting members, and regularly report to the council of the body they represent.

VIII. This Constitution will go into effect September 2003.

IX. Judiciary Court – **REPEALED, June 2012**

\*Item II.B was amended in June 2004.

\*Item IX was added in May 2005.

\*Items II.C and III.C added January 2006.

## **VII. Student Attendance Policies, Procedures and Regulations**

The principal is required by the school committee to supervise the attendance in school and in the classes of all the pupils enrolled by their parents in his/her particular school.

### **1. GENERAL POLICIES**

- Parents are expected to make every effort to guarantee that their children will be in attendance when school is in session. If a parent is unsure what constitutes an acceptable reason for absence, please call the assistant principal the attendance aide for clarification.
- Students must be present in the classroom each time the class is in session unless s/he has obtained the teacher's authorization in advance to be elsewhere. Approval can come from the counselor, or school nurse or the assistant principal who will in turn notify the teacher. The reason for the absence must be approved and the student's whereabouts must be known.
- Students and parents must address any discrepancies with the school's attendance decisions within three days of written notification of the violation or concern.
- If students are absent due to illness or "exceptionally urgent reasons," opportunities for advanced work or make-up work will be extended to students. However, the student is responsible for making his/her work up.
- Students who are absent from school may not participate in any extra-curricular activities that day.
- Any student being excused for medical reasons from physical education may not participate in any athletic activities that day.
- Students who are dismissed from school by the school nurse due to illness or injury may not participate in extracurricular activities for that day, including athletic events and practices, student performances, school-sponsored trips, etc.
- A student must attend school from the opening of the school day until 11:20 a.m. or enter school prior to 9:35 a.m. and remain until the end of the school day to be considered as attending for the day. Regarding athletics and extracurricular activities, students who leave school early or who enter school late without an approved excuse (see "Special Note 1" p. 24) cannot participate in any games, practices, or extra-curricular activities that day. Students who are absent from school on Friday or the last day of the week are ineligible to play on the next calendar day after the absence. The only exception to this rule is the student who has submitted in writing an excuse for a "planned" absence to the assistant principal and who has received written permission to participate.

### **2. LISTING OF ATTENDANCE ON TRANSCRIPTS**

Total Unexcused Absences and total tardies will be listed on the student transcript.

### **3. ABSENCE REPORTING**

The parent or guardian must inform the school of his/her child's absence by telephoning before 10:00 am with the following information:

- Date(s) of absence(s)
- Child's Name
- Year of Graduation
- Reason for absence

- A phone number where caller can be reached, if not at a home number
- For all grades call (781) 445-0800 x2602

#### **4. DISMISSALS**

If for any reason a student needs to be dismissed from school, all arrangements should be made prior to the dismissal. Students who leave the building without permission are subject to disciplinary action.

- Notes from home specifying the date, time and reason for the dismissal, should be brought to the Grade Level Office immediately upon arrival at school. No child will be dismissed without a confirmed note or phone call from a parent or guardian.
- Students should contact teachers about all work due on or after the dismissal.
- The nurse or appropriate assistant principal must dismiss any student leaving the building because of illness or any other unforeseen emergency.

#### **5. ATTENDANCE IN HOMEROOM**

Daily attendance is recorded in homeroom.

- Attendance policies and practices in homeroom will be consistent with those of regular classes.
- Seniors who have study periods during the first and second blocks of the day must attend homeroom on those days, but are responsible for ensuring the accuracy of their daily attendance.

#### **6. TARDY POLICY**

Our tardy policy is cumulative through the end of each semester. Class cuts are cumulative throughout the school year.

- A student who is tardy to class shall be admitted to class.
- Students with an acceptable note or pass from a staff member will be marked as Tardy Excused.
- Unauthorized tardies within 10 minutes of the start of class will be marked as Tardy.
- Throughout each semester, five (5) unauthorized tardies in a particular class will result in the equivalency of one (1) class cut. Students lose credit after the second cut.
- When a student arrives to school tardy from a doctor/dentist office, **s/he should bring a note from the doctor/dentist office** in order to excuse the tardy.

#### **7. CLASS CUTS AND/OR UNAUTHORIZED ABSENCES FROM CLASS**

When a student is absent from class without pre-approval from the administration or validation from a parent/guardian, the student will receive an "unauthorized absence". This absence will be deemed a class cut. Parent(s)/guardian(s) will receive written notification of all disciplinary actions. Class cuts will result in the following consequences:

First cut:	Three hours of detention
Second cut:	Lose one credit
Third cut:	Lose a total of two credits
Fourth cut:	Lose a total of three credits
Fifth cut:	Lose all credit for the course

The student may remain in the course and earn a grade; a passing grade equals the successful completion of that core subject.

#### **8. WANDERING**

Students who leave a class without permission or who miss more than 10 minutes of class are subject to receiving a “cut” in that class.

#### **9. CLASS CUT NOTIFICATION PROCEDURES**

When a teacher marks a student as “cut” in their class, an e-mail will be sent home to the parents via the e-mail address provided in PowerSchool.

If the cut is in error, the student will have one week from the date of the cut to clear the cut. The procedures for clearing a cut are as follows:

If the cut is a mistake by the teacher, the student should contact the teacher and ask him or her to e-mail the grade level office secretaries in order to make the correction.

If the cut was issued because the student was knowingly kept out of school by a parent, but their absence was not properly reported, the parent must call the Grade Level Office to make the correction.

Replies to the e-mailed cut notification are not received (it is not sent to a person) and will not clear the cut.

#### **10. EXCESSIVE ABSENCE FROM SCHOOL AND/OR CLASS**

Promptness and regular attendance are prerequisites for success in school and in adult pursuits. In order to benefit from classroom instruction and master the required material and concepts, students must be on time for class, must attend all classes when in school and must do everything possible to prevent absence from school. To help students develop habits of promptness and regular attendance, Needham High School has adopted the following attendance policy.

Students who have excessive unexcused absences in a specific course can automatically lose credit in that course:

- 12 absences = Loss of 1 credit from that course
- 18 absences = Loss of 2 credits from that course
- 24 absences = Loss of 3 credits from that course
- 30 absences = Loss of all credits from that course

Excessive absences for half-year courses are pro-rated as follows:

- 6 absences = Loss of 1 credit from that course
- 12 absences = Loss of all credits from that course

- The student may remain in the course and earn a grade; a passing grade equals the successful completion of that core subject.
- If a student loses credit(s) because of the attendance policy he/she must make up the credits by enrolling in extra courses in any subject and/or attending summer school.
- Students who lose credits due to excessive absences may lose eligibility to participate in sports or other extra-curricular activities such as the school play, musical or other competitive activities outside of school.

**Special Note 1:** The school supports certain absences as excused, as long as they are pre-approved by the administration (notification should be sent to the grade-level office). The following types of absences will not be counted toward loss of credit:

- School-sponsored trips that are considered an extension of the classroom
- Documented college visits (with a limit of three excused absences)
- Suspensions
- Pre-planned appointments with a school or outside counselor, or with a physician

All absences such as those caused by dismissals, tardiness in excess of 10 minutes to class, illnesses, and family trips, will be counted as unexcused and will be subject to loss of credit under the excessive absences policy (unexcused absences are not counted as class cuts unless the absence is unauthorized). Students and parents may appeal the loss of credit to the Assistant Principal.

The school encourages students with certain illnesses to stay home from school (see the “School Health Services” section of the handbook for these guidelines). In an effort to curb excessive absences, illnesses are considered unexcused absences. For illnesses that result in several consecutive days of missed school, a parent/guardian can petition the Assistant Principal to excuse the time missed. Documentation of the illness from a physician should be included when making such a request. Parents should contact the school for a meeting if a recurring illness causes unexcused absences to approach the limit of 12.

**Special Note 2:** The excused absence policy is founded on the premise that students who are excused from missing school will make up missed work in a timely manner. For students in academic jeopardy or who have missed several days unexcused, the administration will reserve the right not to excuse an absence typically in the excused category. This will be done in order to keep the student from missing additional class time.

## **11. JUNIOR & SENIOR PRIVILEGE**

This privilege permits eligible juniors and seniors to manage their own time during their unassigned period. The options will include leaving the campus, with written parent or guardian consent. The Principal may deny this privilege during an emergency, during inclement weather, or during a mandatory school event. The Principal may also revoke this privilege after consulting with the Student Council.

- Students must maintain a daily attendance rate of 95%, be in good disciplinary and academic standing, and have written parent/guardian consent to be eligible for this privilege.
- Students may lose this privilege if they fail to maintain the attendance standards, if they have excessive tardiness to school or class, for disciplinary infractions, and for other reasons deemed appropriate by the Principal or the Principal’s designee. Students who are not eligible for the privilege will be assigned to a credit-bearing course or to a study hall. The privilege may be restored at the discretion of the Principal or the Principal’s designee. Students who are not eligible for privileges – and nevertheless leave the building—will be subject to the *NHS Code of Discipline*.

## **12. FIELD TRIP POLICY**

Field Trips are considered a valuable extension and application of learning that takes place in the classroom. However, field trips do require absence from all regularly scheduled classes. To avoid academic problems, it is recommended that students evaluate the educational and enrichment



possibilities of all field trips. Field trip forms must be signed by the teachers one week prior to students missing class.

### **13. TRUANCY FROM SCHOOL (STUDENTS UNDER 16 YEARS OF AGE)**

Truancy is an unauthorized absence from school. When a student is truant from school, the home and all of his/her teachers will be notified by the grade level administrator. Truancy will have the following impact:

- No makeup privileges will be available in any subject area
- Receipt of a zero for the day's class
- Cuts will be issued for each missed class
- Ineligibility for any extra-curricular activity on the day of the absence.

When a student has seven or more unauthorized absences from school, the school's attendance officer will initiate a court referral.

### **14. UNAUTHORIZED ABSENCE FROM SCHOOL (STUDENTS OVER 16 YEARS OF AGE)**

If a student is absent from school without parental permission, all of his/her teachers will be notified, having the following impact:

- No makeup privileges will be available in any subject area
- Receipt of a zero for the day's class
- Cuts will be issued for each missed class
- Ineligibility for any extra-curricular activity on the day of the absence.

### **15. FAMILY TRIPS**

Families should refrain from planning trips on days when school is in session. If a trip is unavoidable:

- The parent must contact the Grade Level Office at least two weeks in advance of the trip.
- Student must make arrangements with each teacher to complete all work missed.
- Make-up agreement forms (made out in duplicate) must be completed by the student with each of his/her teachers, spelling out specific makeup conditions for each subject.

### **16. MAKE-UP WORK**

Make-up work due to absences, for reasons other than illness and bereavement, must be made up commensurate with the time absent (e.g. two days absent, two days to complete all make-up work). In some courses (such as Art, Science labs, Industrial Arts, etc.) the make-up work will have to be done after school. For long-term absences, an agreement will be made between the school and student as to when work will be made-up.

### **17. EMERGENCY DISMISSAL PROCEDURE**

In the event of an emergency situation, which forces us to close the school, the students will be dismissed. To the best of our ability, we will let the students know the reasons for the dismissal and all pertinent and appropriate information. Information will be provided on our Internet site as well as in our parent email list serve. The principal may provide parents with further information via the newsletter, list serve, or any correspondence mailed home.

### **18. ATTENDANCE CODES**

Needham High School utilizes the following codes to track and record student attendance:

A	=	Absent
AE	=	Absent Excused (pre-approved by the school)
TE	=	Tardy Excused to class (pass from staff member)
C	=	Cut
T	=	Tardy (less than 10 minutes after class has started)

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## **VIII. Code of Discipline, Discipline Policies, Procedures, Regulations**

### **RATIONALE AND SCOPE**

The High School's *Code of Discipline* is guided by our core values: *To Think, To Respect, To Communicate*. The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

### **GENERAL INFORMATION**

#### **1. CLASSROOM-BASED EXPECTATIONS & DISCIPLINE**

Students can expect that teachers will have specific expectations, both disciplinary and academic, for their individual classes. When a student does not adhere to these expectations, a teacher may have the student remain after school, report before school, communicate with the parent via phone, mail or e-mail, and/or communicate with the principal or his designee.

- If a student's behavior does not improve, the teacher may invite the parent in for a conference and may issue a misconduct slip. In addition, teachers may issue a misconduct slip for a single incident of serious breach of conduct.
- Students, who participate in disruptive behavior in a class that interferes with the opportunity for other students to learn and for the teacher to teach, may be removed from the class via the course removal procedure.

#### **2. MISCONDUCT SLIPS**

The purpose of a misconduct slip is to bring misbehavior to the attention of the grade level assistant principal and to have communications sent home. When a misconduct slip is issued by a teacher, school counselor or other school personnel, the student usually receives a detention(s) if the infraction is minor in nature, or more severe disciplinary action for major infractions. A letter together with the misconduct slip is also mailed to the parent(s).

#### **3. VIDEO CAMERA USE**

Video cameras may be in use in some public areas of school property, such as hallways, the gymnasium, cafeteria and exterior locations of the school building. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system.

Protocols related to camera use are:

- Live monitoring may be utilized at any time, particularly during any emergency protocol or situation.
- In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer, or superintendent (or designee) may view the electronic file captured by the web-based camera system. A log of such viewings will be kept in the principal's office.
- A notice that video surveillance may take place on school property will be posted at the main entrance of the High School. The Principal also has the option of posting such notices at other locations in the building, at his/her discretion.

#### **4. INTERVIEWS AND SEARCHES**

It is the policy of the School Committee that school administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

#### **5. USE OF SCHOOL PROPERTY & FACILITIES OUTSIDE OF SCHOOL HOURS**

Students are encouraged to participate in extra curricular activities at Needham High School. Students who remain after school should be under the supervision of a coach or faculty member, or be participating in a school-sponsored activity or project.

Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to disciplinary action based on student misconduct, as described in this handbook. In particular:

- Students who are not supervised will be asked to leave the building after school hours.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds, the steps, or in the parking lots.

#### **6. SOCIAL PROBATION**

Participating in events or activities such as dances, banquets, class trips, athletics, or other extracurricular activities is a privilege, not a right. Therefore, the Principal or his designees may place a student on "social probation" and thus exclude a student from such participation if the Principal/designee deems reasonably appropriate. One common basis for placing a student on social probation is failure to serve detention time within one week after it is issued. **Special Note:** A student who has been suspended whether in school or out of school is automatically excluded from participation in extracurricular activities until he/she has returned to school and completes a full day of attendance.

#### **7. NOTIFICATION TO THE POLICE AND OTHER AUTHORITIES**

School officials may impose school-based discipline for misconduct in accordance with our disciplinary code and procedures. Separate from any school based discipline, if the misconduct involves suspected criminal activity of a serious nature, school administrators may notify the police or other appropriate authorities. Acts likely to be reported include but are not limited to assaults that are sexual in nature or that result in serious injury, serious disruption to the school assembly, destruction of property (including graffiti, arson or vandalism), theft, hate crimes and other civil rights violations,

bomb threats and other threats of a serious nature, possession or use of a dangerous weapon, possession or distribution of alcohol or a controlled substance as defined by law, or coming onto school property under the influence of alcohol or other drugs. The school staff will also consult with police officials under the district's policy addressing bullying to determine whether to report conduct prohibited by that policy. It is the prerogative of school officials to impose discipline for violations of school rules and policies, whether or not police or other authorities take action. Likewise, the police and other authorities, rather than school staff, are responsible for making decisions as to the course of their investigation process and proceeding with criminal charges. [See also, M.G.L. ch. 71, §§37H at page 40 allowing the Principal to suspend/expel students charged/convicted of felonies in some circumstances.]

## **MINOR INFRACTIONS**

### **1. GENERAL INFORMATION**

- Consequences for minor infractions of the Code of Discipline may range from 1-3 hours of detention.
- Students who commit minor infractions in a repeated/flagrant manner may be subject to further disciplinary action, including suspension.
- Students may appeal consequences for minor infractions to the Student Judiciary Court.

### **2. DRESS CODE**

Students are expected to maintain attire that does not disrupt our school learning environment. Thus, students should adhere to the following examples of appropriate dress:

- Shoulders should be covered by a minimum of a one-inch strap, unless the remainder of arms is covered.
- No undergarments should show at any time, including boxer shorts.
- The midriff should be covered at all times.
- Skirts and shorts should not go above fingertips.
- Items of clothing with inappropriate graphics will not be permitted, including lewd or vulgar slogans/pictures, alcohol or drug references, sexual innuendoes, or any graphic that may interfere with the educational process.

When a school administrator determines that student dress is disruptive to the school environment, the administrator will speak with the student, and may send the student home to change clothes. Where appropriate and necessary, an administrator of the same gender may hold such discussion discreetly with the student. Repeated instances of dress that is disruptive to the school environment may lead to disciplinary action.

### **3. CORRIDOR BEHAVIOR**

In order to establish in the school a climate for courtesy and mutual respect and for the safety and well being of everyone, students are asked to observe the following:

- No running in the corridors or hallways at any time.
- No shoving, pushing or playing of any kind in the corridor or hallways.
- No yelling, shouting, or vulgar language in the school building.
- No banging, slamming or kicking of locker doors or classroom doors.
- No eating, consuming, or selling food or beverages in the corridors, unless sanctioned by a school administrator

- Under no conditions should a male be in the girls' lavatory nor should a female be in a boys' lavatory.

#### **4. STUDENT PASSES**

No student should be in the corridor or restroom without a pass or permission from the sending teacher. Furthermore, when a student obtains a pass/permission for a particular purpose, the student is expected to complete the task in a timely manner and to return to class or other assigned area as soon as is practical. Roaming the halls or loitering in the lavatory is prohibited, even with a pass.

#### **5. ELEVATOR USAGE**

Elevators are to be used exclusively to assist students who have a legitimate and documented medical need. In these instances arrangements for elevator use must be made with the school nurse.

#### **6. CAFETERIA RULES & PROCEDURES**

The cafeteria is open to students before school until 7:55 a.m. and at lunchtime. Students are allowed to attend only during their assigned lunch block. Students are not to congregate in the cafeteria during passing time or homeroom time. Thoughtfulness and consideration of others are essential. To insure that each student will have a clean place at which to eat, all students are responsible for the cleanliness of the area after their lunch. Further, the following rules will be observed:

- Clean your area and **SEPARATE TRASH FROM RECYCLEABLES**
- Do not sit on tables, window sills, or floors.
- Do not throw anything.
- Clean your table before leaving.
- Empty your trash in barrels.
- No food or drinks outside cafeteria.
- Students must remain in the cafeteria unless they have prior permission from a faculty member to leave.

The cleanliness of the tables and the floor area underneath is the responsibility of all the students who sit in the general vicinity of that area. A faculty member may ask any student(s) within the area to help with clean up. This is a group responsibility. Failure to cooperate will result in disciplinary action.

#### **7. USE OF PERSONAL ELECTRONIC DEVICES**

Needham High School recognizes the pervasive technological environment that exists in today's world and encourages the responsible and appropriate student use of personal electronic devices for instructional and limited communication purposes. However, Needham High School strongly believes in the centrality of the classroom and that uninterrupted, high quality classroom instruction is the most important business of the school.

In general, the use of personal electronic devices (including but not limited to paging devices, MP3 players, cell phones, smart phones, and other personal technologies) is prohibited in the school between the hours of 8:00 – 2:35.

During this time, the responsible and appropriate use of these devices is approved in the following instances **ONLY** and in accordance with the Acceptable Use Policy of the Needham Public Schools:

- On school grounds, in the cafeteria, and in the lobby during unassigned periods in conjunction with open campus privileges
- during lunch in the cafeteria only\*
- during passing time\*
- Use of MP3 players with headphones permitted in the hallways

**NOTE:** The Principal may suspend these privileges at any time and for any reason s/he deems necessary.

Furthermore, use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording of individual without his/her knowledge) could result in criminal charges under Massachusetts General Laws ch. 272, §99F.

*\*Students must go to an administrative office to make phone calls during school hours.*

## SERIOUS INFRACTIONS

### GENERAL INFORMATION

Infractions of the nature described in the following examples will result in disciplinary action up to and including suspension or expulsion from school. The administration will determine the consequences for serious infractions of the Code of Discipline.

- Repeated minor infractions or habitual disregard of rules\*
- Forgery and/or Cheating
- Repeated truancy
- Refusing to give his/her name to a faculty member or any school department personnel
- Leaving the school building or grounds without authorization while school is in session
- Accumulated detentions not served
- Insubordination
- Throwing objects, including snowballs
- Smoking and/or use of chewing tobacco
- Use of language (written or spoken) that is disruptive to the educational environment.
- Theft
- Destruction or defacement of school property
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Violations of the District's Policy Prohibiting Bullying, including cyberbullying, and/or retaliation
- Violations of the District's Policy Prohibiting Hazing
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, or disability
- Threats or intimidation to any student or school department personnel
  - Bomb Threats/False Alarms
  - Fire Setting/Arson
  - Possession of a dangerous weapon

- Possession, use or being under the influence of alcohol or other Commission of an act that results in serious bodily injury

\*After three short-term suspensions during a school year, a student and parent may be summoned for a meeting with the principal, who may then make a decision as to the student's readmission and/or whether to initiate procedures for a long term suspension or expulsion.

## **DUE PROCESS: PROCEDURES THAT APPLY TO STUDENT DISCIPLINE**

### **A. CLASS REMOVALS**

Students are expected to treat their teachers and classmates with respect and to cooperate in the opportunity for teachers to instruct and for students to learn.

Students who participate in disruptive behavior in a class, or in a setting that is an extension of the classroom (e.g. assembly or field trip), which interferes with the opportunity for other students to learn, and for the teacher to teach may be removed from class by the following procedure:

#### **First Removal**

- The disruptive student will be sent to the appropriate department office, along with a description of the student's unacceptable behavior.
- The department head will schedule and conduct a conference with the reporting teacher, the student and if necessary, the school counselor.
- The department head will send home a summary of the conference and forward this to the assistant principal and counselor.

#### **Second Removal**

- The procedure for second removal is the same as for first removal. In addition:
- The department head will schedule a meeting. The parents will be asked to participate at this conference along with the student, teacher, counselor and department head.
- An appropriate plan of action will be taken which may include initiation of a 766 referral, revision of the student's schedule, and/or immediate temporary removal from class.
- At the conference it will be clearly stated that a subsequent removal from the class may result in withdrawal for the balance of the course and loss of credit.
- The department head will discuss the case with the assistant principal. Following that, a summary of this conference, written by the department head, will be forwarded to the parents, teacher, counselor, and assistant principal.

#### **Third Removal**

- When a student is removed from the class for the third time, the process outlined previously must be followed.
- A third removal from class will result in permanent removal from the course and loss of credit unless there are extenuating circumstances.

### **B. STUDENT RIGHTS REGARDING SHORT TERM SUSPENSIONS (10 DAYS OR FEWER)**

The Principal and Assistant Principals have the authority to impose short term suspensions (less than 10 days). The following procedures will apply:



1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's school counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension prior to a readmission conference.
3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - a) The reason for the suspension
  - b) A statement of the effective date and duration of the suspension
  - c) The student's right to make up schoolwork missed
4. The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

### **C. LONG TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L c. 71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate. When considering expulsion or long term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term

suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71, §37H.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony, with appeal to the Superintendent, using the standards and procedures set forth in M.G.L. c.71, §37H1/2.

#### **D. EXPULSION BY THE SCHOOL COMMITTEE**

Upon recommendation of the Principal and/or Superintendent, the School Committee will hold a hearing to consider the expulsion (permanent exclusion) of a student based upon misconduct other than that set forth in M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2. In doing so, the School Committee will follow procedures similar to those followed by the Principal as set forth above as well as any procedures required by the Massachusetts Open Meeting Law.

#### **E. DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the

Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at 781-455-0400 x 213.

#### **F. Discipline of Students Whose Eligibility for Special Education is Suspected**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

## **F. DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES AND LAWS RELATING TO SPECIFIC CONDUCT**

### **1. HIGH SCHOOL POLICY ADDRESSING BULLYING**

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, school personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

#### **A. Definitions:**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;

- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her personal property;
- a hostile environment at school for the targeted student;
- infringement of the rights of the targeted student at school; or
- material and substantial disruption of the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, put-downs or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations and social isolation.

**Cyberbullying** is bullying through use of cell phones, computers, or other technology and may include conduct such as sending mean or threatening email messages, instant messages or text messages; creating web content (including but not limited to social networking sites) that makes fun of, humiliates, or intimidates others; and posting or sending embarrassing pictures of others. It may also include creating a website, blog or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his/her school work and other school activities.

**Retaliation** involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of bullying (including cyberbullying) and retaliation are prohibited:

The Needham Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying:

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to a teacher, school counselor, assistant principal or other school staff member, who will in turn report the incident to the principal.

All school personnel are mandated to report any incidents of bullying that they witness. In addition, parents are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

#### D. Consequences:

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. Disciplinary actions will be based upon the severity of the incident and whether it is an isolated incident or involves a pattern of behavior over a period of time. Needham High School uses a progressive disciplinary model. As such, consequences on findings of bullying will be based on the severity and repeated nature of the incident. Some examples of consequences are:

- a verbal warning,
- a written warning,
- mandated counseling,
- removal of privileges,
- social or extracurricular suspension,
- detention,
- suspension, and
- expulsion.

In addition to taking disciplinary action, the Principal/designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

#### E. Closing a Complaint Regarding Bullying:

In the event the school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action:

- Notify the parent or guardian of the aggressor

- Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

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

The above language is intended to be consistent with the Public School's Policy Addressing Bullying. A copy of the complete policy is available at [http://rwd1.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.k12.ma.us/student_development/Bullying_Prevention)

## **2. POLICY PROHIBITING HAZING**

Students are strictly prohibited from participating in initiation or membership rites in connection with school sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletics and other school sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the Principal or his designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it and fail to report it can expect to be excluded from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

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 section 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 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. (See M.G.L. c. 269, §17-19).

### **3. FORGERY**

Forgery is a violation of the Massachusetts State Law and is a violation of our academic ethics policy. Forgery will result in three hours of detention for the first offense. A second offense would warrant an out of school suspension. The student is also subject to academic consequences.

### **4. GRAFFITI**

The High School is a public facility supported by the taxpayer. It is the responsibility of all who use this building to help maintain a clean building, free from graffiti. Please report any graffiti immediately to an administrator or teacher. Writing graffiti on school property is a serious offense, which will result in suspension and possible criminal charges. Penalties may include full restitution for removal of the graffiti and could result in loss of driver's license for a year according to Massachusetts's law.

### **5. SMOKING/TOBACCO USE**

Smoking is a serious threat to both smokers and non-smokers. The smoking policy below provides a firm message that smoking is not tolerated at Needham High School, while providing an opportunity for students to receive assistance in quitting the habit.

Violations of High School's smoking policy include:

- Possession, distribution or use of any tobacco product matches and/or lighters on school grounds at any time or on school jurisdiction. (School jurisdiction comprises school property, vehicles on school property and all school-sponsored activities regardless of location.)
- Holding a tobacco product lit or unlit.
- Loitering in a smoke filled area. The investigating administrator will determine loitering.
- Having the smell of fresh tobacco on one's breath.
- Smoking within a "line of sight" of the school grounds
- For all offenses, all tobacco products, lighters and/or matches will be confiscated.

Consequences for violation of the NHS smoking policy include, but are not limited to:

#### **First Offense**

- One day suspension
- Mandatory attendance in an after school tobacco education program may be required. This program may be offered at High School.
- Within thirty days of the infraction, the student is required to complete a comprehensive substance use assessment with Needham Youth Services. Based on the assessment, a referral will be made to either: 1) The Youth Commission for the Substance Abuse Awareness Program, or 2) The Department of Public Health for further evaluation and treatment. Documentation of both an enrollment and completion of a designated program must be submitted to the assistant principal within ninety days.

#### **Second Offense**

- Two day suspension
- Social probation including loss of driving privileges



### **Subsequent Offenses**

- A hearing with the Principal for further disciplinary consequences

## **6. ALCOHOL & DRUG INFRACTIONS**

The possession, use, purchase, or sale of drugs, drug paraphernalia, or alcohol on school property and at school-sponsored events is strictly prohibited. The definition of “drugs” for the purpose of this policy includes all controlled substances, not only drugs such as only marijuana or cocaine but also prescription medications.

With relation to the prohibitions of this policy:

- Prescribed medication shall not be kept at school without written instruction from a parent or treating physician. Such medication is to be kept in the school nurse’s office and taken under the supervision of the nurse. Only registered nurses and medical doctors are licensed to dispense medication in school.

The presence of students on school property or at school sponsored events while under the influence of alcohol or drugs is also prohibited. Students under the influence of alcohol and/or drugs (including the “abuse” of medications represents the taking of a prescribed drug beyond or outside of what is prescribed by a medical doctor. It is also the misuse of a medication for an intentional high, rush or buzz. It includes taking any prescription medication not prescribed or supervised by a doctor. Examples of such abuse include: Depressants (any medication used as a sedative), Stimulants (ADHD medications), Pain Killers (used in conjunction with alcohol) or prescription drugs and over the counter medications).

Suspension: Any student who violates the above prohibitions is subject to suspension from school.

Expulsion: Any student who is found in possession of a controlled substance at school or a school sponsored event is subject to expulsion by the Principal. (See also M.G.L. c. 71, §37H at page [40].

In addition to any disciplinary action, the Principal may impose other conditions upon the student’s return to school, including, but not limited to:

- Completion of a comprehensive substance use assessment within 30 days of the infraction. Based on this assessment, a referral will be made to either: 1) The Youth Commission for the Substance Abuse Awareness Program, or 2) The Department of Public Health for further evaluation and treatment. Documentation of both an enrollment and completion of a designated program must be submitted to the assistant principal within ninety days.
- Social probation and loss of driving privileges.

## **7. CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 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 or school district by the principal.

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

3. 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 expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

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

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

#### **8. FELONY COMPLAINTS AND FELONY CONVICTIONS (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H1/2)**

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

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 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 (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 and 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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **9. GUN-FREE POLICY**

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Public Schools for a period of not less than one year except as determined by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. §8921

## **10. CONDUCT WHICH MAY LEAD TO EXPULSION**

Students are subject to expulsion by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H above.) The Principal may seek proceedings before the School Committee to consider expulsion in other circumstances of a serious nature, including, but not limited to those that may result in serious bodily injury.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by

the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

#### **11 . DISRUPTION OF SCHOOL ASSEMBLY**

The school has the obligation to provide a proper atmosphere for teaching and learning and may suspend any student from school for “action which is disruptive of the normal operation of the school” or may request a complaint under Chapter 272, Section 40, “whoever willfully interrupts or disturbs the school or other assembly . . . et cetera”

### **IV. Transportation**

#### **1. STUDENT BUS PASSES**

- Needham High School provides “Fee Based” bus service only. The bus pass is issued at the beginning of the school year and should be kept throughout the year. Without it, a student may not be permitted to ride the bus.
- Only those who abide by the rules stated previously may retain bus privileges. Any student who does not conform to these rules may be required to surrender his/her bus pass and lose the privilege of riding the school bus.
- In the event that a bus pass is lost, stolen or destroyed, a new pass may be issued after 10 days with a one-dollar fee.

#### **2. STUDENT BEHAVIOR ON SCHOOL BUSES**

School buses are an extension of the school and proper conduct thereon is the direct concern of the school. Misbehavior on school busses is dangerous to the welfare of others and cannot be allowed. Parents should insist that students become familiar with the following rules:

- Students are to take their seats and remain in them until time for discharge.
- Nothing is to be thrown in the bus or out of the windows.
- Students must refrain from pushing, striking, shoving, et cetera.
- Students must keep arms inside the bus.
- Students must help to keep the inside of the bus neat, and refrain from vandalism or destructive activities.
- Students must report to the bus loading stations in time and in good order.
- Smoking is not permitted on the school bus.

#### **Procedures to Address Policy Violations**

- **First Violation:** Building Administrator contacts parents to stress the importance of following the Bus Conduct Rules for the safety of all riders. The student is spoken to by assistant principal or designee
- **Second Violation:** Loss of privilege 1 to 5 days
- **Third Violation:** Loss of privilege 5 to 20 days
- **Fourth Violation:** Loss of privileges for the balance of the year and pass is taken and turned into Transportation Office. No refund will be given.

In cases where a student becomes so unruly that the safety of students and/or the driver is seriously endangered, the student may be excluded from the bus even on a first violation.

### **3. STUDENT DROP-OFF & PICK-UP**

All student pick-ups and drop-offs shall take place at the Webster Street school entrance. Vehicles shall form one line in the travel lane and shall not use the bus lane for any reason. For safety reasons, parents must follow the instructions of the crossing guards and of school officials.

### **4. STUDENT PARKING**

- As much as possible students are encouraged to travel to and from school by public transportation, school busses, bicycles, mopeds or walking. All cars illegally parked, parked in unauthorized spaces, or parking without a valid NHS student or staff permit will be subject to towing at the owner/operator's expense.
- Students must park only in assigned areas. Students may begin parking once they are issued a permit.
- Students may park at the Memorial Field parking lot subject to permission and policies of the Memorial Park Trustees.
- "No Parking" signs are posted on all nearby streets, in effect generally between 8 A.M. and 4 P.M.
- The School Department will not be involved in any way with problems of theft or damage to automobiles. These incidents should be reported directly to the Needham Police Department.
- Students may lose parking privileges for disciplinary infractions.

## **X. Select Information on Interscholastic Athletics**

*For full text on program policies, procedures, and information, please see the "NHS Student Athlete Handbook" available online at <http://nhs.needham.k12.ma.us/main/>.*

### **1. PHILOSOPHY**

The Interscholastic Athletic Program at Needham High School is an integral component of the comprehensive educational environment and is committed to the total physical, social, emotional and mental development of all students who participate. Aligning with the Mission of the Needham Public Schools to develop a "partnership that creates excited learners, inspires excellence, and fosters integrity," the Athletic Program also supports District Goal 2.0 which ensures that students have the social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self manage, and to make responsible decisions.

The Program also encourages all student-athletes to take pride in themselves, their teams, their school and their community. In order to do this, they need to learn what it means to cooperate with others, to set individual and team goals, to manage their time balancing all areas of their lives, and to learn the physical and technical skills demanded by their sports.

As members of the Needham Program, student-athletes are expected to demonstrate proper respect for all coaches, teammates, officials, spectators and equipment. All student-athletes are also expected to exhibit the highest level of conduct and sportsmanship both on and off the playing field, as they are at all times representatives of their teams, their school and their community.

### **2. PROGRAM DESCRIPTION**

The Needham High School Athletic Program maintains teams at the Freshman, Junior Varsity, and Varsity levels. Each year, more than 1250 overall student-athlete spots are available in 33 different sports during the three seasons of competition. At the Freshman and JV levels, participation and skill development are stressed as younger athletes learn the rules of the sports and are introduced to interscholastic competition. Playing time at these levels is based upon practice attendance, work

ethic, attitude, commitment to the team, and athletic skill. Varsity athletes work to develop their skills and knowledge to highest degree, while competition levels and expectations are raised. Varsity teams also allow talented athletes the chance to excel and prepare for future competition and to compete for League, Sectional and State Championships.

Tryouts for programs are open to all students providing they meet the standards of academic eligibility, school citizenship and basic physical/health qualifications. Participation in the Program is granted to students who meet and maintain these standards.

It is important to remember participation in athletics is a privilege and that students try out voluntarily and, for some teams, risk being cut. During the try out period, the coach will provide an explanation of his/her expectations. It is the responsibility of each student to demonstrate to the coach that he/she can meet expectations set forth. Students cut from one team are encouraged to try out for another team if there is space on that team. Students who are cut from a team will be informed individually by the head coach and when appropriate, other members of the coaching staff as well. After tryouts begin, no athlete may voluntarily leave one team and try out for another without the consent of both coaches involved and the Athletic Director.

**Special Note:** When a freshman has demonstrated an advanced level of ability, he or she may be placed on a varsity level team after consultation with the athlete, his or her parents, the Coach and the Athletic Director.

### **3. 2013-2014 ATHLETIC OFFERINGS AND SEASONAL START DATES**

<b>Fall 2013 Interscholastic Offerings</b>			
<b>Sport</b>	<b>Start</b>	<b>Level(s) Offered</b>	<b>Cut Policy</b>
Cheerleading	Aug. 19	Varsity ( <i>tryouts spring '13</i> )	Cuts
Boys/Girls Cross Country	Aug. 22	Varsity & JV	No Cuts
Dance	Aug. 19	Varsity ( <i>tryouts spring '13</i> )	Cuts
Football – Varsity & JV	Aug. 19	Varsity & JV	No Cuts
Football - Freshman	Aug. 22	Freshman	No Cuts
Golf	TBD	Varsity	Typically needed
Boys Soccer	Aug. 22	Varsity, JV & Freshman	Cuts
Girls Soccer	Aug. 22	Varsity, JV & Freshman	May be needed
Girls Swim & Dive	Aug. 22	Varsity & JV	No Cuts
Girls Volleyball	Aug. 22	Varsity, JV & Freshman	Typically needed
<b>Fall 2013 Cub Sports</b>			
Cheerleading	TBD	Club	No Cuts
Dance	TBD	Club	No Cuts
Sailing	TBD	Club	No Cuts

Winter 2013-14 Interscholastic Offerings			
Sport	Start	Level(s) Offered	Cut Policy
Boys Basketball	Dec. 2, 2013	Varsity, JV & Freshman	Cuts
Girls Basketball		Varsity, JV & Freshman	Typically Needed
Cheerleading		Varsity	Cuts
Dance		Varsity	Cuts
Girls Gymnastics		Varsity & JV	May be needed
Boys Ice Hockey		Varsity & JV	Typically needed
Girls Ice Hockey		Varsity & JV	May be needed
Boys/Girls Alpine Ski		Varsity & JV	May be needed
Boys Swim & Dive		Varsity & JV	No Cuts
Boys/Girls Indoor Track		Varsity & JV	No Cuts
Wrestling		Varsity & JV	No Cuts
Winter 2013-14 Club Sports			
Cheerleading	TBD	Club	No Cuts
Dance	TBD	Club	No Cuts

Spring 2014 Interscholastic Offerings			
Sport	Start	Level(s) Offered	Cut Policy
Baseball	March 17, 2014	Varsity, JV & Freshman	Cuts
Boys Lacrosse		Varsity, JV & Freshman	May be needed
Girls Lacrosse		Varsity, JV & Freshman	May be needed
Rugby		Varsity & JV	No Cuts
Softball		Varsity, JV & Freshman	May be needed
Girls Tennis		Varsity & JV	May be needed
Boys Tennis		Varsity & JV	May be needed
Girls/Boys Outdoor Track		Varsity & JV	No Cuts
Boys Volleyball		Varsity & JV	May be needed
Spring 2014 Club Sports			
Sailing	TBD	Club	No Cuts
Girls Ultimate Frisbee	TBD	Club	No Cuts
Boys Ultimate Frisbee	TBD	Club	No Cuts

#### **4. IMPORTANT ELIGIBILITY INFORMATION**

An academically qualified student may only become eligible to tryout/participate if the following three requirements are met:

- Parental permission form completed, signed and approved
- Current doctor's physical (good for 13 months) on file;
- Athletic User Fees & Surcharges (if necessary) are paid (once a student makes a roster)

## **Parental Permission Forms & Physicals**

A signed and completed NHS Interscholastic Athletic Registration & Permission Form along with an up-to-date Doctor's Physical (good for 13 months from the date of the physical) must be submitted to the Athletic Office at least one (1) week prior to the start of try-outs/first day of practice for an athlete to be eligible to participate. Permission Forms will only be accepted when they are submitted with a copy of the student's most recent Physical Exam. It is strongly recommended that annual physicals be scheduled between March 1<sup>st</sup> and August 15<sup>th</sup> as exams administered during this period of time cover students for the complete school year (if the 13 months of the physical gets a student through the first day of any season, then the student will remain eligible through the end of the given season, regardless of when the 13 month timeframe is up).

No athletes will be allowed to practice or compete until both forms have been submitted and the Athletic Director has signed off on the eligibility of the athlete. Permission Forms are available at <http://nhs.needham.k12.ma.us/athletics> and in the Athletic Office and once completed can be faxed or mailed into the Athletic Office. Up-to-date eligibility information is also posted prior to each season outside of the Athletic Office.

## **Athletic User Fees, Surcharges, & Family Cap Information**

Once team rosters are set, each athlete must pay the NHS Athletic User Fee of \$285.00 per sport per season before the first regularly scheduled interscholastic contest in order to receive a uniform and to be eligible to compete.

Ice Hockey and Alpine Ski families should also be advised that a \$250.00 surcharge per player has been implemented for all students who make one of the NHS teams (Varsity/JV Boys or Girls Ice Hockey, Varsity/JV Boys or Girls Alpine Ski Hockey). All Swimmers and Divers (Varsity/JV Boys or Girls) will be charged a \$50.00 surcharge.

User Fee/Surcharge checks should be made out to: NHS Athletics and should include the name of the student-athlete and which sport the fee is covering. Checks should be brought or mailed into the Athletic Office. If you choose to mail in the User Fee, please be aware that until the check is received and processed, the athlete will not be eligible to participate in any sport. Please note that there is a 4-sport Family Cap per school year (surcharges do not count towards the Family Cap).

## **Request for Reduction of Athletic User Fee**

If a student qualifies for the Free and Reduced Lunch Plan, the student is also eligible to receive a reduced Athletic User Fee, but must fill out a Request for Reduction of Athletic User Fee Form to receive the discount. All families also have the ability to submit a Request for Reduction Form, which will be reviewed and either accepted/declined on a case-by-case basis. Request for Reduction Forms are available in the Athletic Office and if accepted, reduce the User Fee for the given season to \$50.00 per athlete (Reduction of Fee Request Forms must be submitted for each season of participation).

## **SEASON SCHEDULES, PROGRAM UPDATES, LINKS TO FORMS, ATHLETE & TEAM INFO**

Please visit the NHS Athletics Website at <http://nhs.needham.k12.ma.us/athletics> for program updates, athlete and team information, links to all forms, and complete season schedules. For Schedules: Please use the "Schedule" link on the Athletics Website or check [www.highschoolsports.net](http://www.highschoolsports.net) for complete up-to-date schedules for all fall teams. When using the "Schedule" link, click on the word CHANGE, found in the right-center of the page with the small green triangle in front of it, to open up the search feature for all sports and all levels. When going



directly to [www.highschoolsports.net](http://www.highschoolsports.net), type in "Needham High School" in the search area and then use the CHANGE link to search for specific teams and levels.

## **5. SELECT RULES, REGULATIONS, POLICIES, & PRACTICES**

The following rules and regulations shall be adhered to by all NHS student-athletes:

- All NHS student-athletes must abide by current MIAA, BSC, and NHS Rules and Regulations.
- All team members are responsible for equipment issued to them and will be assessed for the replacement cost of any items lost or vandalized. Student-athletes not accounting for such replacement costs will be prohibited from further athletic participation until such assessments are paid. Any items lost, stolen, or vandalized must be reported to the supervising coach immediately.
- Inappropriate behavior and actions unbecoming to NHS students will result in action taken at the discretion of the coaches, the Athletic Director, and in some cases, the NHS Administration. This action may range from a warning, to immediate suspension from the team, depending on the severity of the offense. **(Refer to “NHS Student Handbook” Section IX “Code of Discipline: Disciplinary Policies, Procedures and Regulations” for additional information and details.)**
- If a participant is expelled from a team due to disciplinary reasons or because of an infringement of any local, league or state rules, the participant forfeits his/her claim to any awards earned for a sport that season. The participant also forfeits his/her privilege of attending any postseason team activities or events.
- Any student in any sport who willfully, flagrantly, or maliciously attempts to injure an opponent shall be removed from that contest immediately and shall not participate in any sports for one year from the date of the incident.

### **Minimum Penalties - Chemical Health, Alcohol, & Drug related Policy Violations**

Needham High School enforces a Chemical Health Violation Policy for student-athletes who are in or out of season. The policy states:

*“During the school year, from the 2nd Monday preceding Labor Day (start of Fall practices in August) through the last day of school or MIAA tournament play, whichever ends latest, a NHS student shall not, regardless of the quantity, use or consume, possess, buy-sell or give away any beverage containing alcohol, marijuana or any controlled substance.”*

If a violation occurs during the enforceable timeframe, but out of a season of participation, the penalty will be enforced the next season of participation. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. Use of tobacco, smokeless tobacco, and steroids is also prohibited.

**First Violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred:

- The student shall become ineligible and lose eligibility for the next consecutive regular season interscholastic contests totaling 25% of all regular season contests in that sport. For the student, these penalties will be determined by the season the violation occurs. For a complete list by sport, please review the MIAA Handbook at [www.miaa.net](http://www.miaa.net).

- The ineligible student will also not be permitted to participate in any non-regular season contests during the violation period, including but not limited to preseason scrimmages, jamborees and play days. *The non-regular season contests missed do not count towards the 25% rule for regular season contests.*
- No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.
- A mandatory meeting will be arranged for the student-athlete, his or her parents, the Athletic Director, the appropriate Assistant Principal, and when possible, the Principal (*this meeting will also be arranged and required for all violations that take place over the summer, from the end of school to the beginning of fall practices*).

**Second & Subsequent Violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred:

- The student shall lose eligibility for the next consecutive regular season interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs.
- The ineligible student will also not be permitted to participate in any non-regular season contests during the violation period, including but not limited to preseason scrimmages, jamborees and play days. *The non-regular season contests missed do not count towards the 25% rule for regular season contests.*
- If, after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum penalty of 40% of consecutive regular season interscholastic contests. The director or a counselor of a chemical dependency treatment center must issue such certification.
- Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.
- A mandatory meeting will be arranged for the student-athlete, his or her parents, the Athletic Director, the appropriate Assistant Principal, and when possible, the Principal.

### **Attendance & Absence Policies & Requirements**

Below are the attendance and absence policies and procedures for all student-athletes at Needham High School. (**Refer to the “NHS Student Handbook”, Section VIII, § 1, “Student Attendance Policy” for additional information and for the ‘Special Note’ listing from below**).

- Students absent from school may not participate in any extra-curricular activities that day.
- Any student being excused for medical reasons from physical education classes may not participate in any athletic activities that day.
- Students who are dismissed from school by the school nurse due to illness or injury may not participate in extra-curricular activities for that day, including athletic events and practices/activities, student performances, school-sponsored trips, etc.
- A student must attend school from the opening of the school day until 11:20 a.m. or enter school prior to 9:35 a.m. and remain until the end of the school day to be considered as attending for the day. Regarding athletics and extra-curricular activities; students who leave school early or who enter school late without an approved excuse (**\*see “Special Note 1” in**

**Handbook Section VIII for approved excuses)** cannot participate in any games, practices, or extra-curricular activities that day.

- Students who are absent from school on Friday, or the last day of the week, are ineligible to play on the next calendar day after the absence.
- The only exception to these rules is the student who has submitted in writing an excuse for a “planned” absence to the assistant principal and who has received written permission to participate in specific extracurricular activities.

**Varsity Teams:** Families of student-athletes on varsity teams should understand that all three regularly scheduled school vacations (December, February, April) occur during athletic seasons and that the athletic program continues to operate. Although extended absences from team functions, either during school vacation periods or while school is in session, are discouraged, the Athletic Department recognizes the fact that certain circumstances do require them. Students who are planning to be absent from team activities for an extended period of time due to family trips, religious obligations, or college visitations (as examples) are expected to inform their coach regarding the absence as soon as plans are made and at least two (2) weeks prior to the event. Policies are set at the specific team level for how each case is handled, however, for example, if an athlete misses one game or more than one practice, under such circumstances, he/she may miss the first scheduled contest after his or her return. Although prior notification of a planned absence is mandatory, such notification does not eliminate the consequence. An athlete is required to earn his or her position back upon return.

#### **Junior Varsity and Freshman Teams:**

During school vacation periods Junior Varsity and Freshman teams will not be scheduled for contests against other schools. Practices may (coaching decision) be held for students who are not on extended absences as defined in the Varsity Section above. All available team members are expected to attend team practices. All efforts will be made by the Athletic Department not to schedule any contests against other schools until sufficient practice time has been allowed upon school reopening at the conclusion of the vacation period. Once contests resume, all team members are eligible to compete.

Students who are absent from school on Friday or the last day of the week are ineligible to play on the next calendar day after the absence. The only exception to this rule is the student who has submitted in writing an excuse for a “planned” absence to the appropriate assistant principal and who has received written permission to participate.

#### **Daily Team Attendance**

It is extremely important that a coach be notified if a student is not going to be present at a practice or game if the student is not absent from school that day. The coaches in our program expect their athletes to be present at all team related activities and may suspend a team member from contests for absences. While students can be “excused” from team activities for illness, injury, academic, family or religious reasons, prior notification is expected. Please remember students who leave school early or who enter school late without an approved excuse cannot participate in any games, practices, or extra-curricular activities that day.

### **6. ACADEMIC REQUIREMENTS**

A student must have passed, and received full credit in, five subjects (four of which must be majors) and not received more than one failing grade at the end of the most recent quarter (i.e. 2nd quarter marks, not semester grades, determine 3rd quarter eligibility), and must presently be

taking at least five subjects (four majors) in the current quarter, to be eligible to participate in the Interscholastic Athletics Program.

To be eligible for the fall season, a student is required to have final passing grades and received full credit in at least five subjects (four majors) for the preceding academic year and may not have received more than one failing final grade for the year. The academic eligibility of all students shall be considered as official and determining only on the date when grades for the marking quarter, or final grades, have been released to the parents of all students.

When a student is determined to be academically ineligible by the Athletic Director, the student's school counselor and coach will be notified about the situation and asked to touch base with the student and/or family directly. Academically ineligible students may not participate in any team practices, scrimmages or interscholastic contests during the ineligibility period.

- Passing is considered to be a 60 or above in all graded classes.
- Needham High School (NHS) carries a higher academic standard than the MIAA, and as such, the MIAA recognizes the NHS standard as its own in all NHS student cases. NHS may not, after the fact, declare such students who meet the lower MIAA standard as eligible for upcoming competitions.
- Incomplete grades may not be counted toward eligibility until they are made up following school policy.
- Repeated work in a subject upon which credit has once been received cannot count a second time for eligibility.
- A class taken during the summer can only count towards eligibility if the class was previously pursued and failed during the preceding academic year.
- Students receiving services under Chapter 766 whose individualized education plan is a 502.4 or more restrictive prototype may be declared academically eligible by their principal provided that all other eligibility requirements are met.

## **7. TRANSPORTATION**

The school provides bus transportation or a suitable substitute to most "away" contests. All team members are expected to travel to these contests using the school-provided transportation. Exceptions to this policy must be requested in writing to the Athletic Director by a student's parent prior to the contest. Parents may pick up their child at the conclusion of an away game if they make their presence known to the coach. Parents may only drive a student, who is not their child, home from an away contest if a written note or email is submitted by the parents of the student who will be traveling home with another family to the coach at least 24 hours in advance. In most instances, students will not be allowed to drive themselves to and from away contests.

## **8. HAZING & BULLYING**

Hazing and Bullying in any form is unacceptable. If you have any concern that your son or daughter is, or has been, involved in a hazing or bullying incident, we strongly encourage you to call the Coach, the Athletic Director, or the Principal immediately.

*Refer to "NHS Student Handbook" § IX, "Code of Discipline: Disciplinary Policies, Procedures and Regulations" for specific NHS Hazing and Bullying policies and procedures.*

## **9. COMMUNICATION POLICY**

Athletic involvement is highly emotional and very time consuming. Because of this, conflicts and issues between a student and his/her coach may arise. It is imperative that any conflict and/or issue be addressed immediately and as directly as possible so that it can be resolved promptly.

**First Step: Personal Student-Coach Contact** - The athlete should discuss the issue with his/her coach as soon as possible. Sometimes a parent of an athlete may wish to contact the coach. In order for the contact to be productive, it is suggested that athletes and/or parents avoid contacting a coach at the following times:

- Either prior to or immediately following a contest
- During an active practice session
- During a time when other students are present or when it would be obvious to others that the discussion is taking place
- When there is not sufficient time to allow for a complete discussion

The best solution is to ask the coach, either over the phone or in person, if an appointment could be made to discuss the issue. A parent or student may also leave a note for the coach in the Athletic Office.

**Second Step: Student-Athletic Director Contact** - If a satisfactory resolution is not reached through direct contact with the coach, the student and/or parent should contact the Athletic Director. The coach should be informed that this contact is going to be made. If this discussion does not result in a satisfactory conclusion then a meeting will be scheduled involving all concerned parties in an attempt to reach a satisfactory resolution. Since athletic seasons are relatively short, issues should be addressed immediately. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful discussion of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

**Third Step: Student-Administration Contact** - If there is still not a satisfactory resolution, the student or parent should contact the High School Principal. The Athletic Director should be informed that this contact is going to be made.

The Athletic Department strives to hire the best possible coaches who are committed to ensuring a positive environment for all athletes. As a department we strive to build player/coach relationships and recognize that all interactions provide a healthy learning opportunity. While we realize that at times an athlete and his or her parents may have a concern with a particular coach and may not want to speak directly with the coach, we feel it is essential that athletes and parents do speak with coaches directly to resolve any concerns. An issue cannot possibly be resolved unless those directly involved have a candid, open conversation regarding the problem. The coach is the person most familiar with the student athlete in the context of the team environment. Coaches and players interact daily at practice and games and have the mutual information necessary to discuss any situation that may arise. This positive communication is of utmost importance.

## **XI. Select Information on Additional Extracurricular Activities**

Like our Interscholastic Athletic Program, other extracurricular activities at Needham High School are an integral component of the comprehensive educational environment and provide students with opportunities to develop social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self manage, and to make responsible decisions. Further,

participation in such activities is a privilege, rather than a right, and requires that students conduct themselves responsibly, not only at school, but also in the greater community.

Thus, many of the conditions of participation required of student athletes are also required of students who participate in other extracurricular activities. A student may be excluded from participation when the Principal/designee deems reasonably appropriate, whether due to failure to maintain academic eligibility (see Section IIV Scholastic Information, Part 2); attendance requirements; or for disciplinary reasons (See Social Probation under Section VIII, Code of Discipline.); or other reasons deemed appropriate. Further, students who participate in extracurricular activities must adhere to our **Chemical Health Policy**, which provides as follows:

From the earliest fall meeting/practice/rehearsal/event date of the extracurricular activity to the conclusion of the academic year or final student activity event (whichever is later), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any other illicit or controlled substance. This policy includes products such as "NA" (Non-Alcoholic or "near beer"). Note: It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

### **Consequences**

**First violation:** When the Principal (or designee) determines, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive meeting, events, performances, etc. **totaling 25%** of all meetings, performances, events, etc. of that activity. The Principal (or designee) will notify the students' parents and all club and activity advisors of which the student is a member.

For example, if there are 40 meetings (total of rehearsals and performances) of a musical performance, a cast/crew member who violates this policy will lose eligibility for 25%, or 10 meetings, rehearsals and performances included. **Students should be aware that such absences might result in a change of role even after a return to the activity.**

In addition, students may be placed on **Social Probation** as determined by the Principal (or designee), in accordance with the Social Probation Policy in Section VIII.

**Second Violation:** When the Principal (or designee) determines, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next consecutive meetings, events, performances, etc. **totaling 60%** of all meetings, performances, events, contests etc. of that activity. The Principal (or designee) will notify the students' parents and all club and activity advisors of which the student is a member.

In addition, students may be placed on **Social Probation** as determined by the Principal (or designee), in accordance with the Social Probation Policy in Section VIII.

Last, the Principal may require the student to enroll in and complete a Substance Use and Abuse Education Program, such as the Needham Youth Services program, prior to resuming participation in the extracurricular activity.

**Third & Subsequent Offenses:** Student may be permanently restricted from all extracurricular events

and activities, and may permanently lose senior open-campus privileges.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. For example, if there are 40 meetings (total including events) of the Student Council within a school year, a member who violates this policy will lose eligibility for 25%, or 10 meetings. If there are only 8 meetings remaining in the school year, the student would miss the first two meetings of the following year. **Students should be aware that such absences might result in a change of role even after a return to the activity.**

## XII. NHS Media Center

### 1. GENERAL POLICIES & INFORMATION

The Media Center, made up of the Library, the Multimedia Learning Lab and the Television Studio, provides a comprehensive collection of instructional materials, a full range of information resources, extensive computer access, and the services of media staff. Media Center staff collaborates with classroom teachers to design and deliver curriculum projects. They instruct classes and tutor individual students to teach information literacy and technology literacy. Students are expected to use the Media Center for class assignments, independent research, and project development.

- Multimedia Learning Lab and Television Studio are for classes and individual students to develop projects and presentation using a variety of electronic tools and resources.
- The Library uses a web-based catalog to search the collection of 20,000 books. Resources available for electronic research include 30 desktop computers and a cart of laptop computers.
- The Media Center homepage offers important research information:  
[http://www2.needham.k12.ma.us/nhs/nhs\\_media/NHSLibrary/library.html](http://www2.needham.k12.ma.us/nhs/nhs_media/NHSLibrary/library.html)

**Computer Use:** Scheduled classes have priority use of the computers; study hall students may use computers if available. Electronic research takes priority over word processing tasks. Computers are used for educational purposes only; computer games, chat-rooms, and instant messenger are never allowed and email is to be used for academic purposes only. All students must have a signed Acceptable Use Policy on file in the Media Center.

**Security Violations:** Any attempts to alter computers will be considered an act of vandalism. Any attempt to remove library materials without following the checkout procedure is considered a serious offense and disciplinary action will be taken. This includes the removal of bar codes and/or security stickers, and placing materials in other students' bags. **See Acceptable Use Policy for additional information on this matter (p. 52)**

**Circulation procedures:** Students may borrow books for two weeks, and videos and magazines for a week. Reference books are not loaned out. Students may renew materials, as long as there are no reserves. Materials designated for overnight use must be returned by 8 AM on the following school day.

**Delinquent Borrowers:** Students borrowing library materials are responsible for returning or replacing materials charged to his/her name. Overdue notices will be sent to student homerooms; if the information is incorrect, it is the responsibility of the student to come to the library and notify



the library staff. Students with long term overdue materials cannot borrow additional materials. The media staff will make reminder phone calls to students' homes concerning overdue materials. Outstanding obligations at the end of the year will interrupt the issuing of the student's schedule for the next year. Seniors will not be issued caps and gowns until the obligation is cleared. The fee assessed to students for lost or damaged materials will be the current replacement cost. And may include a processing fee. If a student pays for a book and then the book is returned within a year, a refund will be issued.

**Independent Student Use of the Library:** Students are welcomed to come from study halls to use the library resources; the student should have a specific assignment that necessitates the use of the library. All students will sign in at the library desk, and indicate the project. Study hall teachers or subject teachers will issue the student a 3-part library pass. The study hall teacher will keep the pink copy, the library will keep the yellow copy and the white copy will return with the student to study.

**Returning Materials:** Loaned materials should be deposited in the "Return" slot at the Circulation Desk. For in-library use of books, students should not reshelv them; please clear tables and bring all books to collection areas marked "Please Return Books Here."

**Purchase Requests:** Students and Faculty are encouraged to make suggestions for the purchase of books, periodicals and materials for the library. These suggestions will be given serious consideration within the confines of the budget available.

**Copy Machine:** Students may make copies for 10 cents per page.

**Food:** Eating and drinking are not allowed in the media center.

## **2. ACCEPTABLE USE POLICY**

**Network User Responsibilities:** Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### **Online Safety & Security:**

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.



- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

#### **Intellectual, Personal, & Physical Property:**

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.
- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

#### **Online Courtesy & Email Etiquette:**

Users may encounter web sites that ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

#### **Behaviors & Consequences**

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

### **XIII. Other Information**

#### **1. PARENT APPOINTMENTS WITH TEACHERS**

Parents must make an appointment if they wish to see teachers during the day. The parents may arrange teacher-parent appointments, by calling the departmental secretary between 8 A.M. and 2:30 P.M.

#### **2. BUILDING SECURITY & VISITORS**

- Visitors who have a valid reason for their presence are welcome at school. As soon as a person other than a student registered at the school enters the school grounds or building, he/she places him/herself under the jurisdiction of the school officials.
- Students who wish to bring visitors are to ask permission to register them in the Grade Level Office the day before the planned visit, where they will receive a visitor's pass which will be turned in at the end of the day. No visitors are permitted without a visitor's pass.
- Visitors are required to follow the schedule of their host as long as they remain at the school.
- Visitors from another school that is in session must have the permission of both school administrators before such a visit can be approved.
- Those persons who seek to interfere with classes or the proper use of the school facilities or who attempt to deny students of their classes may be subject to legal action. The state recognizes that schools should not be interrupted or disturbed in any way.

General Laws, Chap. 272, Section 40, says, "Whoever willfully interrupts or disturbs a school or other assembly of people met for lawful purposes shall be punished by imprisonment for no more than one month or by a fine of not more than fifty dollars." It also provides more serious penalties for repeated offenses.

### **3. BULLETIN BOARD & POSTER RULES**

Postings within Needham High School are limited to approved clubs and sports teams.\* Clubs, sports teams, and students running for school related elected offices will submit event postings to the Student Activities Coordinator for stamped approval by the principal. The high school will take responsibility for the display and removal of all approved postings. Students will not place any unapproved event postings on high school property under any circumstance. Student(s) who displays non-approved postings may be subject to the code of discipline.

All event postings will be displayed for a maximum of ten (10) days or until the event date has passed, whichever comes first. Postings deemed inappropriate for any reason by the principal will be returned to the club advisor or coach for resubmission.

*\*Outside charitable and nonprofit organizations may submit event postings for approval at the discretion of the principal.*

### **4. DISTRIBUTION OF OUTSIDE LITERATURE**

- Students or other persons wishing to distribute literature in the school building or on the school grounds are required to submit a copy to and to receive permission from the principal prior to the time distribution begins, with written notice of where and when it is to be distributed. The school does not interfere with student expressions of ideas unless they go beyond the First Amendment Doctrine as applied to students. Those expressions that are not protected by the First Amendment are defined as obscenity, defamation, fighting words and incitement.
- The distribution of literature cannot impede hallway traffic, block access to doors or interrupt normal classroom and extra-curricular activities and may not otherwise interfere with the normal and safe functioning of the school.
- Students responsible for distributing/posting any literature or publication are also responsible for any litter in the immediate area of distribution.

### **5. FUNDRAISING**

- School groups and classes conducting a fund raising activity must obtain the approval of the Student Activities Coordinator before any fund raising activity begins. The principal will have final approval as to whether or not the fund raising activity is acceptable and when it should take place.
- Groups planning a fund raising activity must complete and submit a "Fund Raising Request Form" to the Coordinator at least two weeks prior to initiation of fund-raising. This form can be obtained in the Main Office.
- All funds collected by students must be deposited daily with the Student Activities Coordinator. Funds in any form that are associated with a school group or class shall **NOT** be kept in desks, file cabinets, etc.; these monies will not be deposited in the personal accounts of faculty, parents, or students.
- No fund raising of any type will be permitted in the school by organizations or groups, which are not affiliated with the school.
- Solicitation of gifts to staff, students from parent organizations must be approved by the Superintendent. If not approved by the Superintendent, then approval may be requested

from the School Committee. The Superintendent will respond to requests within seven (7) days. Solicitation activities which will not be approved include, but are not limited to, raffles and those involving gambling or door-to-door solicitation by students.

## **6. SCHOOL DANCES**

- Unless otherwise noted, dances begin at 7:30 p.m. and end at 10:30 p.m. Doors close at 8:00 p.m.
- In general, dances are restricted to Needham High School students only, though requests for outside guests can be made through the assistant principals.
- NHS photo ID's are required for admission to dances.

## **7. SCHOOL LOCKERS**

A student upon entering Needham High School for the first time must purchase a school lock to be assigned a school locker. Unless otherwise notified, students will keep these assigned lockers until they graduate.

- Lockers are property of Needham High School and are provided only for the convenience of the student, it is in no way to be considered personal property. Therefore, an administrator may open lockers for inspection at any time. As such, a student should have no expectation of privacy of his or her locker.
- It is the student's responsibility to keep his/her locker neat, clean and locked.
- Lockers are provided for students to store their books. Students should not keep valuables, money, and expensive items in lockers.
- Students who bring balls, bats, lacrosse sticks, skateboard, etc. to school should have them in their lockers. These are only for approved use in physical education classes and for after school sports.
- Students must lock their valuables in their PE lockers.
- Locker problems should be reported to the Grade Level Office.

## **8. LOST & FOUND**

- The student "Lost and Found" is in the Grade Level Office.
- Any student who finds an article that has apparently been lost anywhere in the school or vicinity should take this article immediately to the Grade Level Office.
- Any student who has lost an article should inquire at that office or the Grade Level Office.
- The lost and found area will be cleaned out at the end of each calendar month.

## **9. SCHOOL BOOKS & EQUIPMENT**

Each student is responsible for all books, materials, and equipment issued to him/her. Student will be required to pay for any misplaced, stolen, or damaged items in accordance with current school department policy. There is a standard charge on all lost books made according to the following schedule:

- The fee assessed to students for lost or vandalized text and media books will be the current book replacement cost.
- Once a student has lost a book, s/he will not receive another until payment is received for the lost book. If the book is not paid for after one week, the parent will be notified by a home comment slip.

- Students are responsible for book damage not reported on the book card at the date of issue. Books that are damaged beyond use, such as pages missing, undesirable markings, charts and diagrams altered et cetera will be charged for in the same fashion as lost books.

## **10. POWER SCHOOL**

PowerSchool is a web based student information system for all schools. Students are issued a PowerSchool user password for the purpose of annual course selection and the monitoring of grades and attendance. Parents are issued a separate password. Students are expected to follow the responsibilities outlined in Needham's Acceptable Use Policy when using the school district's wide area network to access PowerSchool from home and school. If students have difficulty accessing their information, they need to contact the Grade Level Office Secretary. Students need to be respectful of the teacher timeline required for correcting student work and entering grades for many students.

## **11. SCHOOL CANCELLATION ANNOUNCEMENTS**

- In the event of inclement weather, the Superintendent must decide before 6:30 A.M. whether conditions will be safe for our children to come to school. Listen carefully to radio stations WEZE, WHDH, WBZ, WEEL, WROR, or television stations Channel 4, Channel 5, Channel 7 or Needham Cable/Channel. PLEASE DO NOT TELEPHONE THE SCHOOL DEPARTMENT.
- The following plan will be in effect for the inclement weather:
- If the conditions are severe, schools will be canceled. The "No School" announcement will be carried, starting at 6:30 A.M.
- If school is delayed, the high school will open at 10:00 A.M and dismiss at their regular time. The first bus students being picked up two hours later than the usual. Students should report directly to homeroom at the announced opening time. The day's schedule will be given during homeroom. The lunch schedule will not change.
- Teachers and other non-teaching staff will report two hours later than usual. Parents are reminded not to attempt to send their children to school early on Two-Hour Delay days since the walkways and entrances may not be plowed. No supervision will be provided.

# **XIV. School Health Policies**

## **1. STUDENT ILLNESS**

To minimize the spread of infectious illness, students should be kept home from school if he/she has:

- Fever greater than 100 degrees within the last 24 hours
- Vomiting/diarrhea within the last 24 hours
- A communicable disease
- An upper respiratory illness with significant coughing and/or nasal discharge
- Pain that requires the use of narcotic medications

## **2. COMMUNICATION**

The school nurses can be reached by telephone (x2123 or x2137), email ([carol\\_freedman@needham.k12.ma.us](mailto:carol_freedman@needham.k12.ma.us); [lisa\\_austin@needham.k12.ma.us](mailto:lisa_austin@needham.k12.ma.us)) or via a dedicated fax line (781-453-5609). They are generally available in the health office fifteen minutes before the start of school and thirty minutes after dismissal.

### **3. MEDICATION POLICY**

The Needham Public Schools Medication Policy complies with state guidelines. The following statements highlight the main points of the policy. The entire medication policy is available for review in each Health Office.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medications require a physician's order, completed parental permission form, and parent-signed administration plan. Medication will not be administered until all three documents are complete and received by the School Nurse. These required forms are available in the health office or may be downloaded from the health services website:  
[http://district.needham.k12.ma.us/ss\\_health\\_service.htm](http://district.needham.k12.ma.us/ss_health_service.htm)

After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:

- students with asthma or other respiratory diseases may possess and administer prescription inhalers
- students with life-threatening allergies may possess and administer epinephrine via an auto-injector
- students with cystic fibrosis may possess and administer prescription enzyme supplements
- students with diabetes may possess and administer a glucose monitoring test and insulin delivery system

Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) Students are not permitted to bring medication to school. All medication orders expire at the end of each school year. New medication orders are required at the start of the school year. All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

### **4. HEALTH DATA REQUIREMENTS**

The Needham Public Schools in accordance with the regulations of the Mass Department of Public Health requires the following information before a student enters school:

- Required Immunizations: an Immunization certificate/record needs to be submitted and reviewed by the school nurse before the student begins school.
- Exemption: If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.
- Physical Examination: A physical examination is required for all new students within six months of entrance to the school or during the first year after entrance. A current physical is also required for all ninth graders. According to the MIAA guidelines, student-athletes, to be eligible, must have a physical within 13 months of the first day of practice.

### **5. HEALTH SCREENINGS**

In compliance with the Mass Department of Public Health, the following student health screenings are conducted annually. These screenings are initial health screenings. Parents/guardians are sent

written notification when a student does not meet the passing criteria, and are advised to seek further medical evaluation.

- Vision and Hearing screenings
- Heights and Weights and BMI measurements
- Postural Screenings

Please notify the school nurses for the following reasons:

- A new medical diagnosis or a change in your child's health status
- A newly prescribed medication
- A serious injury, illness, or hospitalization
- A fracture, sprain, stitches or a cast
- When it is necessary to excuse your child from Physical Education
- If your child will be absent for an extended period of time
- A contagious disease such as chicken pox, flu, strep throat, whooping cough
- If there are any recent changes in your family that may affect your child, such as birth, recent loss, or sudden illness.

*\*Important Note on Field Trips*

*Please notify the nurse if your child will be going on a field trip and takes medication during the school day.*

## **6. LIFE THREATENING FOOD ALLERGY POLICY**

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students. A Policy for Life-Threatening Food Allergy was approved by the School Committee (Policy JHCDA.) The implementation of the policy will aim to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.

Key points of the policy for Life-threatening Food Allergy include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free

- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA

**NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.**

## **7. CHILDREN WITH SPECIAL HEALTH CARE NEEDS**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## **8. CONCUSSIONS**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, school counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.



## The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from “play” from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student’s readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student’s medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

### Symptoms to look for following a blow to the head:

Headache or “pressure” in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly)	Moves clumsily
or groggy	Feeling sluggish, hazy, foggy
Sensitivity to noise and/or light	Shows behavior or personality changes
Blurred or double vision	Concentration or memory problems changes
Appears dazed or stunned	Confusion – can’t recall events prior to hit
Is confused about assignment	or fall
Balance problems or dizziness	- can’t recall events after hit or

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

**What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

## **XV. SCHOLASTIC INFORMATION**

### **1. GRADUATION & DIPLOMA REQUIREMENTS**

To be eligible for a diploma and to participate in graduation from Needham High School, a person must successfully complete the graduation requirements as outlined in the Program of Studies document.

### **2. ELIGIBILITY REQUIREMENTS FOR STUDENT ACTIVITIES**

Standards for academics and attendance that apply to athletics also apply to participation in other extracurricular activities.

### **3. ACADEMIC STANDING**

- Students must have a minimum of 92 credits in order to graduate from Needham High School.
- To be considered to be a member of the senior class, a student must have earned 64 credits.
- To be considered to be a member of the junior class, a student must have earned 46 credits.
- To be considered to be a member of the sophomore class, a student must have earned 18 credits.

### **4. GRADING POLICIES**

In full-year courses the final grade will be an average of the grades received for the four terms. In individual cases where the teacher feels that the computed grade does not represent a true reflection

of the pupil's achievement in that subject, a different grade can be issued with the approval of the director/department chairperson or principal.

All reporting of academic achievement is by letter grade only. Grades are recorded on report cards and permanent record cards as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W, M, P

- Grades are released to students and parents quarterly, via PowerSchool, per the yearly Term Calendar.
- The final report card is available on the parent portal of PowerSchool and mailed home in early July.

Academic achievement is graded according to the following guidelines:

A	93 - 100	C	73 - 76
A-	90 - 92	C-	70 - 72
B+	87 - 89	D+	67 - 69
B	83 - 86	D	63 - 66
B-	80 - 82	D-	60 - 62
C+	77 - 79	F	Below 60 and failing

No credit will be given toward diploma certification for a course in which the grade is:

F	Did not complete course requirements satisfactorily
W	Withdrew
M	Medical excuse
P	Passing
I	Incomplete

An "incomplete" designation is given only in case of excused absence. When "incomplete" is entered on the report, a home comment slip will be sent home on or before the date that the report card is issued. The home comment slip will indicate the nature of the work to be made up and the amount of time that the student has to complete the make-up work. All "incompletes" must be made up within two weeks from the time the term ends. Beyond this time, incomplete grades are recorded as failures. The principal must approve any extension of time.

## **5. GRADE POINT AVERAGE (GPA) COMPUTATION**

Students will receive their cumulative grade point average each year, tabulated using a 5.0 point weighting system, based on the course level. (Courses at Needham High School are grouped in four levels.) The weighted GPA is computed by adding the total number of quality points earned and dividing by the number of credits earned.

- All leveled courses (a course where the last digit ends in #1, 2, 3, or 4 such as #2003 Algebra I) in grades 9, 10, and 11 will be weighted
- Students transferring to Needham High School will receive an estimated GPA.
- Summer school courses taken for the purpose of grade improvement will not affect GPA. The grade received in a course during the regular school year will be the only grade considered, even though the summer school grade is a higher grade.
- The weighted grade point average will also be used as the academic admissions criterion for the National Honor Society.
- A GPA distribution profile will be provided to colleges to which our students apply.

## 6. POINT TABLE VALUE FOR WEIGHTED & UNWEIGHTED GPA

[INSERT TABLES HERE]

### 7. HONOR ROLL

An honor roll is generated following each term. The principal will determine how students are acknowledged for this achievement.

- Students with all grades A- or better qualify for the distinction of High Academic Honors.
- Students with all grades B- or better qualify for the distinction of Academic Honors.

### 8. NATIONAL HONOR SOCIETY

The National Honor Society, under the sponsorship and supervision of the National Association of Secondary School Principals, recognizes students who have outstanding scholarship, leadership, service and character. Selection to this honor society is an earned privilege, not a right.

#### **Eligibility to be a candidate:**

- Student has a Grade Point Average of 4.0 on an unweighted scale of 4.5.
- Student is a third term sophomore, a third term junior or a first term senior.

#### **Application process:**

- Student completes a three-part application. In the Leadership and Service sections, candidates discuss three leadership experiences and three service experiences in the context of the standards. In the essay section, students reflect on their Needham education.
- Student demonstrates an unblemished record of academic integrity and no major disciplinary infractions.
- Three character references attest to the student's attitude, sensitivity, integrity, acceptance of diversity, and resiliency.
- The Faculty Committee members evaluate applications using rubrics that are standards-based.
- Only candidate numbers – not students' names – appear on applications for membership.
- In accordance with NASSP guidelines, there are no membership quotas. All students who meet the minimum selection criteria as outlined by the Faculty Committee are admitted.

Membership is conditional, based on the student's faithful support of all National Honor Society projects and activities, attendance at meetings, and maintaining the standards that were the basis for their selection. Students who fall below the standards shall be warned/placed on probation and given a reasonable amount of time to correct the deficiency. In instances of violation of the school's academic integrity policy or a case of flagrant violation of school rules or civic law, the member does not necessarily have to be warned prior to dismissal.

The Needham chapter of the National Honor Society posts all information on its school webpage, including by-laws, application documents, projects and meeting information.  
[http://www2.needham.k12.ma.us/nhs/nhs\\_media/NHSLibrary/nhs/needhamnhs.html](http://www2.needham.k12.ma.us/nhs/nhs_media/NHSLibrary/nhs/needhamnhs.html)

## **9. PROGRAM CHANGE PROCEDURES**

Prior to the school year, counselors will see students in the following prioritized order:

- Seniors who need to meet graduation requirements;
- Students who passed summer school requiring a course change;
- New students;
- Students who do not have the required number of courses (six periods each semester);
- Students whose request for a teacher change has been approved by the department head (See below.) There are three basic categories for program change requests: teacher, level, and add/drop. Given our emphasis on the program selection process and our priority of keeping class size reasonable and of maintaining an appropriate student/teacher ratio, all program change requests will be evaluated before any request can be honored.

### **Teacher**

- In general, requests regarding enrollment of withdrawal from a class due to the teacher are not honored.
- Requests for a program change based upon teacher assignment should be submitted in writing by the parent to the appropriate department chair.
- In all cases, the teacher will be notified of the request.

### **Level**

- Prior to a request to change a level, reasonable strategies to rectify the situation should be discussed and implemented.
- Once school begins, a student who wishes to change a course level must initiate a Course Change Proposal form. The Course Change Proposal Forms can be found in Guidance, Department Offices, and the Grade Level Office.
- *The Course Change Proposal form procedure:*
  - Student completes the form with the request and reason for the change
  - Student has discussion with the teacher, who indicates agreement or disagreement with the change
  - Parent reads the comments and position of the teacher and signs the form
  - Student returns the form to counselor, who initiates a Program Update (Change Form)
- *The Program Update (Change Form) procedure:*
  - Student obtains the signature/initial of approval of the department chair(s) and returns form to the counselor.
  - The department head has the discretion to approve or deny any program updates for his/her department. If denied, the student must remain with his/her original schedule.

*The student must remain in the assigned schedule until the program change is completed and s/he receives a copy of the new schedule.*

### **Add/Drop**

- Students are expected to remain in their courses for the entire year. Students wishing to add or drop a course should make an appointment to see their counselor beginning on

August 29, 2011. Counselors will work on the add/drops in the order in which they have been received. Once the school year begins, the student must fill out the Course Change Proposal form to initiate the change.

- The deadline for requesting to drop a course will be two weeks after the first day of school. There will be no program changes made after that date without the written approval of the principal or designee. Courses dropped before the midpoint of a course will be awarded a grade of "W". Courses dropped after this date will result in a grade of "F".
- Until a course is dropped, students must follow the schedule mailed to them in August. Students must remain in the course until the course change procedure has been completed, as outlined above under level changes.
- In most cases, students may not drop a course unless he/she can be placed in another course. In some cases, a study hall may be added.

## **10. ACADEMIC INTEGRITY POLICY**

Academic integrity is directly related to the central values of teaching, learning, and integrity in the Needham High School mission & expectations for student learning.

Cheating, plagiarism, and other dishonest behaviors undermine the integrity and credibility of the academic program. Therefore students are expected to refrain from all types of cheating including allowing others to cheat from them. Participation in acts of cheating is considered a serious academic offense. Educators cite eight reasons to encourage academic integrity (Whitley, B. E., & Keith-Spiegel, P. (2002). *Academic Dishonesty: An Educator's Guide*. Mahwah, NJ: Lawrence Erlbaum Associates):

- **Equity** – Preventing students from getting an unfair advantage
- **Character development** – Moral and ethical development of students is an important mission of schools
- **The mission to transfer knowledge** – the preservation and search for knowledge for transference to new generations of students
- **Student morale** – negative emotions may lower honest students' motivation to learn
- **Faculty morale** – dealing with cheating can be draining and stressful to instructors
- **Students' future behavior** – cheating can often become a lifelong habit
- **Reputation of the institution** – damage from high-profile cases can be permanent
- **Public confidence in education** – faith in education can be lost and the support that comes with it

Homework assignments and tests are required to evaluate each student's individual progress and to supplement material covered during class time, and as such should reflect each student's own effort. Cheating, plagiarism, and other dishonest behaviors undermine the integrity and credibility of the academic program. Therefore students are expected to refrain from all types of cheating including allowing others to cheat from them, and participation in acts of cheating is considered a serious academic offense.

Needham High School's Policy on Academic Integrity is founded on the following *guiding principles*:

- Student involvement in the prevention of cheating and plagiarism
- Due process during violations of the policy
- Fundamental fairness to all students

- Making educational and supportive resources available
- Clear and consistent procedures
- Transparent (understandable)
- Accountability for one's actions

### **Statement of Policy**

While particular instances such as group projects and study groups may call for collaborative learning to better understand and appreciate course material, submitting any work other than one's own is never permitted.

***Cheating*** is a very serious academic offense that can take a number of forms, including, but not limited to:

- The use of unauthorized books, notes, electronic aids, or other materials in an examination.
- Obtaining an examination ahead of its authorized release.
- Unauthorized collusion; i.e. either aiding or obtaining aid or actual work, from another student, any other person, or any printed or electronic sources, where such aid is not explicitly required in the assignment.
- Acting dishonestly in any way, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment.
- Deliberate plagiarism (see below for complete definition).
- Copying homework or notes to be evaluated by a teacher.
- Submitting the same or similar work on more than one occasion or in more than one class.

***Plagiarism*** is the act of presenting as your own, the words, musical or artistic composition, computer program, data, or the work of someone else, whether published or not, and presenting it as one's own original composition or work without proper acknowledgment. This includes:

- Direct copying of text from a book, article, fellow student's work, notes, or electronic source, including inappropriate use of electronic/internet translators.
- Papers in which the student has received assistance other than general criticism from someone else.
- Claiming individual ideas derived from a book, article, electronic source, fellow student's work, etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

### **The Role of the Tutor**

Parents, family members, or other tutors must never write or rewrite student papers or homework assignments. A tutor can be helpful by reading a paper and asking clarifying questions about the content, focus, organization, and mechanics (e.g. spelling, grammar, diction).

### **The Use of Sparknotes and Other Aids**

Sparknotes, Cliff Notes, and other print or on-line study resources should not be used without the permission of the teacher.

## **Disciplinary Procedure**

- When a teacher determines that a student has violated the school's Academic Integrity Policy, s/he will meet with the student to verify the violation.
- The teacher will file a misconduct slip and forward this slip to the department head/director.
- Department head/director will sign the misconduct slip and forward to the appropriate assistant principal who will issue the consequence.
- Appeal should be made to the grade level assistant principal who will determine the final disposition of the incident. The department head or director will be incorporated into the process.

## **Consequences**

Violations of the cheating policy are cumulative over the course of the student's Needham High School career. Decisions at each level may be appealed to the principal/designee.

*Consequences may include:*

- A zero on the assignment in question
- A one-hour detention
- A three-hour detention
- A one-day suspension
- A meeting between the student, the teacher, the parents, and the assistant principal. (A letter of record of this meeting shall be sent home and a copy shall be placed in the assistant principal's office.)
- A letter sent home advising parents of the situation and detailing consequences for future offenses. (A copy shall be put on file with the assistant principal.)
- Removal from all student activity leadership positions. Student may also be placed on social probation and removed from all activities in which they represent Needham High School.
- Removal from the class with a failing grade.

## **Resources for Students & Parents**

Your child's classroom teacher is the most appropriate and best resource to prevent cheating or plagiarism.

Needham High School's English Department can provide supporting materials and guidance

The Needham High School Library provides guiding documents and tools for citing sources

[http://nhs.needham.k12.ma.us/nhs\\_media/NHSLibrary/resources2/citing.html](http://nhs.needham.k12.ma.us/nhs_media/NHSLibrary/resources2/citing.html)

Purdue University's OWL resource: <http://owl.english.purdue.edu/owl/resource/619/01/>

## **The Use of "turnitin.com"**

Some faculty at the school regularly uses the turnitin.com plagiarism detection service to ensure academic integrity. The service allows teachers to compare student work to a database of millions of documents (an authenticity report is generated for each submitted piece of work). Any teacher using this service will notify his or her students at the beginning of the course. For further information, see [www.turnitin.com](http://www.turnitin.com).

## **11. HOMEWORK POLICY & PHILOSOPHY**

### **Philosophy:**



Homework is an engaging and relevant learning activity, and a meaningful extension of daily classroom activities. The faculty places high value on homework as an essential piece of the total learning experience at Needham High School.

The assignment of homework is purposefully planned and directly connected to the high school's curriculum and learning expectations. Homework is a cooperative effort with students, teacher, and parents taking responsibility for its completion.

### **Definitions:**

*Homework* is an out-of classroom learning experience assigned by a teacher to enhance student learning. Homework should be reviewed by teachers so that they can assess what students know and are able to do, and to better direct them towards their learning goals.

### **Five types of Homework:**

- *Completion:* work assigned during the school day not completed in class. It helps students keep up to date with the classroom program.
- *Practice:* work that reviews and reinforces skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency.
- *Preparation:* work that prepares students for upcoming lessons, projects, or exams. It encourages students to acquire background information to bring their prior knowledge and experiences to upcoming study topics.
- *Extension:* work that explores and refines learning in new contexts or integrates and expands on classroom learning.
- *Creative:* work that helps students integrate many skills and ideas while producing a requested response.
- *Source:* Toronto (Canada) School District; Wellesley (MA) High School

### **Stakeholder Responsibilities:**

- Students, teachers, and parents must seamlessly collaborate in order to facilitate the learning that can result from effective homework. NHS articulates responsibilities for each of these stakeholders.

#### ***Students:***

- Self-direct studying, reviewing, and preparing for each class period (even if homework is not assigned).
- Maintain academic integrity at all times.
- Record the directions for homework in an assignment notebook.
- Initiate a conversation with a teacher when many assignments come due at once and flexibility is requested (*before* the due date).
- Maintain an appropriate study environment, free of distractions.
- Accept responsibility for completing assignments and keeping materials in order.
- Complete written assignments individually unless instructed otherwise.
- Budget time properly for long-term assignments.
- Know and comply with each teacher's homework protocols, particularly regarding penalties for late work.

#### ***Teachers:***

- Teachers receive *professional discretion* to assign the necessary amount of homework to accomplish its purpose. Teachers should adhere to research-based

best practices on designing and giving homework assignments, which includes some of the following actions:

- Communicating the purpose of homework, as well as the protocols for completing and turning in work.
- Considering how an individual homework assignment fits in to the total homework load of students.
- Designing purposeful homework that values quality rather than quantity.
- Feedback is provided in a timely manner.
- Using class time, when appropriate, to preview assignments and allow students to ask clarifying questions.

*Parents:*

- Provide an appropriate home environment for homework.
- Build efficacy in their children to be self-directed and responsible scholars, which may include the following components:
- Establish a consistent study time.
- Be aware of the assignment notebook and daily progress, as needed (this need should diminish as students get older).
- Oversee long-term assignments and help students budget time accordingly.
- Encourage students to accept responsibility for completing assignments.
- Encourage students to contact the teacher if problems or questions arise.
- Assist with—but do not do—the work (the same goes for tutors).

*Source: Toronto (Canada) School District; Needham (MA) High School*

**Appropriate Study Environments:**

- Maintaining a quiet and effective study environment is critical to not only completing homework, but also to put into memory what is learned. Students can employ some straightforward strategies, chosen from the knowledge of which conditions allow them to best study:
- Try to make a habit of studying at the same time in the same place. Know when you are most “alert” during the day. For some students, school or a library may be the best place to do homework and study. For others, it may be at home.
- Find a quiet, comfortable environment with minimal distractions (but not too comfortable so that you relax and fall asleep).
- Interruptions from personal technologies (i.e. when phones, computers, and TV is not used in an educational capacity) can derail progress and impede memory formation. Carve out breaks to allow time for personal technology.
- Make sure that you have everything you need with you so that it will be an efficient use of your time and effort.

*Source: Michigan State University*

*Homework Habits:*

- Some advice from experienced educators and current students:
- Don’t overextend yourself when choosing courses; speak with students who have taken the course in prior years
- Prioritize assignments when there is a time crunch
- Use Directed Study to your advantage
- Make sure you understand the task

- Monitor your total academic load; break down the task(s) into chunks
- Plan for calendar breaks (i.e. don't save work until the vacations)
- Strive for excellence and do the best you can
- Reward yourself when you complete difficult assignments
- Participate in study groups (while maintaining academic integrity)

*Source: Bucks County Community College; Needham High students*

### **Policy:**

*No Homework Periods:* School calendars are designed to include breaks for students, families, and teachers. These breaks should include a reduction or elimination of homework, to allow students to refresh themselves from the grind of the school year, and to allow families to participate in activities. The high school has adopted standards that pertain to religious holidays, homework over extended breaks, and when major projects or exams come due immediately following a vacation period.

### **Make-up Work:**

- Completion of make-up work is the student's responsibility.
- Students absent for a period of time of less than a week will receive the same number of days missed to make up the work (unless otherwise arranged by the teacher). Failure to do so may mean that a student will receive no credit for the work not made up.
- Students absent for a period of time in excess of a week must make up work at the discretion of the teacher. Students are to contact the teacher to reach an agreement on the deadline. Failure to do so may mean that a student will receive no credit for the work not made up.

## **12. REMEDIAL & MAKE-UP COURSES**

The student who does not complete a course satisfactorily and receives an F grade may:

- With prior approval from an assistant principal, receive credit for the subject by repeating the course successfully in an accredited summer school. Enrollment in summer school or a credit recovery program is at the student's/family's expense and the summer school grade will not be factored into the GPA.
- Repeat the subject as an additional course and attain a satisfactory grade.

The student who does not attain a necessary prerequisite grade for continuation in a sequential course may:

- With prior approval from an assistant principal, repeat the course in an accredited summer school.
- If no accredited summer school is available, have tutoring approved by the appropriate director. Tutoring must be taken at the rate of one hour a day for a minimum of thirty-days. The student must then pass a qualifying examination if appropriate.
- Repeat the course and obtain a qualifying grade.

Please note:

- Two years of English cannot be taken simultaneously in grades 9 and 10.
- A student who has been withdrawn from a course because of excessive absences or unexcused absences is ineligible to attend summer school.
- A student enrolled in the core English courses must be passing both in order to remain in the senior course. Students failing one course any time after the first warning report may be withdrawn from the senior course.

### **13. SUMMER SCHOOL**

- Students are encouraged to enroll in remedial, enrichment, and core equivalent courses. Students are urged to take classes in the Needham Summer School, provided it offers the course.
- All Summer School work must be approved prior to registration by the assistant principal or the director/departments chairperson.
- No more than three courses repeated in summer school will be allowed for credit toward a diploma.
- Only one course in a sequential subject may be made up in summer school.
- Credit received in summer school does not automatically entitle the student to elect the next higher course in a sequence.
- Additional credits will not be granted for a repeated course.
- The original grade recorded by a Needham High School teacher is not to be changed as a result of summer study. The grade received from summer school study will be recorded on the permanent record card in addition to the original grade.

### **14. HOME TUTORING**

Home Tutoring is available for Needham Public School students when the physician verifies in writing that the student must remain at home or in a hospital on a day or overnight basis for a minimum of 14 days in a school year. A form for the Physician's Statement published by the Massachusetts Department of Education is available from the Grade Level Office.

### **15. ALTERNATE EDUCATIONAL PROGRAMS**

#### **Minuteman Science & Technology High School**

Those students who decide they would prefer a vocational or technical program as sophomore, junior, senior or post-graduate will be eligible for acceptance on a space available basis. Bus transportation is provided. For information about admissions, contact the appropriate personal and academic counselor at Needham High School or phone Minuteman at 781-861-6500.

#### **Norfolk County Agricultural High School**

Students interested in Norfolk Agricultural must apply for grade 9 admission. Needham High School students interested in transferring should contact the appropriate personal and academic counselors at Needham High School or phone Norfolk Agricultural at 508-668-0268.

## **XVI. Counseling & Student Support**

### **1. GENERAL INFORMATION**

The Counselors at Needham High School provide comprehensive Social/Emotional, Academic, and Postsecondary Counseling to all students at Needham High School. Each student has access to and will be served by the following counselors in a programmatic and as needed fashion:

Every student is assigned to one of eight School Counselors (organized alphabetically) for four years. Each student is assigned one of two Personal Counselors (divided alphabetically) for four years. Students serviced through Special Education, who have counseling as a goal, are also assigned to a School Adjustment Counselor.

The counselors work to help all students achieve academic success, balance in all aspects of their lives, personal growth, and to assist in developing a meaningful plan for life after high school. All counselors can be accessed by appointment or on a drop in basis. Regardless of the importance of an issue, all students are encouraged to meet with and establish a working relationship with their counselors as early as possible. If an emergency situation arises and a student's assigned counselor is not available, any available counselor can meet the needs of student until his/her counselor becomes available.

## **2. SOCIAL-EMOTIONAL COUNSELING**

Each student is assigned to one of two counselors who assist with their social and emotional support. The School Counselors are often considered the first resource for personal issues. If the School Counselor deems the situation warrants the involvement of the Personal Counselor, the School Counselor will help facilitate the Personal Counselor's involvement. A student, parent, guardian, teacher, or administrator may also reach out to the Personal Counselor directly. Counselors, both School and Personal, will also reach out to students to help establish a relationship or to address a personal issue. Please note that conversations with Counselors are considered confidential (and not a part of the school record), although there are limits to the bounds of confidentiality with situations that pertain to safety.

If a student is hospitalized, a re-entry meeting may be held prior to the student's admittance to school. This meeting will be scheduled through the student's School Counselor.

## **3. SCHOOL COUNSELORS' ROLES**

A student's school counselor is the primary resource for helping with postsecondary planning. While counselors offer comprehensive, instructionally based programs beginning in the spring of Junior Year, there are other aspects of postsecondary planning which begin in earlier years to help students and families plan for life after NHS. For example, grade nine students have individual or small group meetings with their assigned counselor to introduce the services of the department, help with course schedules, and to help insure that each ninth grade student has established a relationship with his or her counselor. In grade ten, students are introduced to Naviance, NHS's post-secondary planning program. As part of the sophomore Wellness curriculum, students also participate in a Careers Exploration Seminar so that they may enter the junior year postsecondary selection process with more purpose and direction. School counselors can assist with recommending other resources for experiential opportunities outside of the school day, such as recommendations for meeting the community service requirement, summer opportunities, or internships.

In addition to academic planning, a student's School Counselor is available to help with other difficulties that may arise, such as time management, difficulty with relationships, or other struggles that can be a part of the high school experience. For more in-depth concerns around social and emotional health, the school counselor may work with, or refer the student to his or her assigned Personal Counselor. Personal and School Counselors are part of Needham High School's Counseling Services team and work together. With any of the above mentioned situations, or other questions/concerns, it is recommended that students and families always contact their assigned school counselor for assistance first.

## **4. COMMUNITY SERVICE LEARNING PROGRAM**

The Community Service Learning Program is an important part of the educational experience offered at Needham High School. All students are required to complete two community service learning credits (60 hours) as part of their graduation requirement.

The mission of the Community Service Learning Program is to broaden students' experiences beyond the traditional classroom by providing opportunities to become involved in volunteerism, service learning, and career exploration. By engaging in such activities, students learn more about themselves, their interests, and the privileges and responsibilities of being a member of a school, local, and global community.

Students may complete their community service learning requirements through volunteer work, an unpaid internship, or a combination of both. Specific requirements for each of these two options are listed below. As of the 2010-2011 year, students may no longer use paid employment (World of Work) to meet any part of this requirement. Overnight camp counselor-in-training (CIT) programs are also ineligible for community service learning credit.

Students may start their community service learning hours beginning in their freshman year. Hours earned prior to that year, including the summer, may not be used.

Students must complete 60 hours, or two credits. Each credit equals 30 hours of volunteer or unpaid internship service (with the exception of the TEC internship program, no internship credit can be given without prior approval). A minimum of 30 hours must be done with the same organization. Students may complete the entire 60 hours with one organization if they choose, or they may complete 30 hours each with two different organizations.

Students may consult the Community Service Learning home page to learn about placement opportunities, download required forms, and have access to other resources such as summer programs and gap year ideas. We recommend that students submit a proposal for community service to their school counselor prior to starting any community service to insure that a placement will be eligible for credit. Unpaid internships may be considered for community service credit, but must be approved in advance. [http://fcw.needham.k12.ma.us/~gretchen\\_ayoub/](http://fcw.needham.k12.ma.us/~gretchen_ayoub/)

## **5. POSTSECONDARY SCHOOL VISITATIONS**

Representatives from over 150 post-secondary schools visit Needham High School each year to talk with the students who may be interested in finding out more about their schools. The schedule for such visits is posted in the homerooms one week in advance of the visit. Seniors are encouraged to take advantage of these opportunities whenever possible.

## **6. SCHOLARSHIPS**

Each June, Needham High School awards scholarships to members of its graduating class. These scholarships are generally sponsored by local organizations that have established a set of criteria for awards. A senior may apply for as many scholarships as he/she wants, provided he/she meets the standards agreed upon by the organization and the Scholarship Committee.

- In general, copies of the local scholarships and applications will be available in the Guidance Office in February. Students are responsible for picking up the listing.
- Completed applications must be submitted to the School Counselors in March, date to be determined.
- Announcements will be made in each homeroom and in the student notices when the scholarship listing is available.
- Each application is coded for anonymity to avoid bias during the selection process.
- The Scholarship Committee, which is made up of faculty members, coordinates the entire process and votes on the final determination of winners.

The School Committee, acting on the recommendation of the high school principal, must approve all new scholarships. Any organization that wishes to sponsor a new scholarship must submit a request in writing to the principal. This request should include:

- Name of scholarship
- Sponsoring organization and name of scholarship committee chairman
- Amount of award
- Number of recipients
- Duration of scholarship
- Specific criteria for scholarship

*For further details please contact the principal's office at Needham High School (781-455-0800 ext. 2200).*

## **7. SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## **8. SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

## **XVII. NEASC Accreditation**

Needham High School is accredited by the New England Association of Schools and Colleges, Inc. They are a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post graduation instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of

individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquires regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
(781) 271-0022

## **XVII. Appendices**

### **1. NEEDHAM HIGH SCHOOL'S DAILY SCHEDULE**

[INSERT SCHEDULE MARTIX HERE]



## **2. 2013-2014 SCHOOL COUNSELOR ASSIGNMENTS**

[INSERT TABLE HERE]

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Discussion**

**School Committee Policy JHCCA/GBE: HIV/AIDS Revision 1 First Reading**

Background Information:

- **The subcommittee on policy met recently to review and update the policy on HIV/AIDS. This is the first reading of the proposed changes to the policy.**
- **Copies of the proposed and current policies are enclosed.**

Person Available for Presentation:

**Ms. Heidi Black, School Committee Policy Subcommittee**

**Dr. Connie Barr, School Committee Policy Subcommittee**

**Ms. Marianne Cooley, School Committee Policy Subcommittee**

**Dr. Daniel Gutekanst, Superintendent of Schools**

**Ms. Christine Brumbach, Director of Student Development and Program Evaluation**

May 21, 2013

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  <b>HIV/AIDS</b>	Revision  1
Date Approved by School Committee:	Signature of Chair:  Page 1 of 2

Public health officials have determined that the presence of individuals diagnosed with Human Immunodeficiency Virus (HIV) infection or Acquired Immunodeficiency Syndrome (AIDS) poses no risk of transmission of HIV/AIDS through casual contact in a school setting. Students with HIV/AIDS infection have the same right to attend classes and participate in school programs and activities as any other student.

### Privacy and Disclosure

Students and their parent(s) or guardian(s) have no obligation to disclose a student's HIV/AIDS status to school personnel. A student and/or his parent/guardian is encouraged to inform the school nurse in the event such disclosure may assist in managing the student's health needs in school. If a student's parent(s)/guardian(s) elect to inform the school nurse or other school personnel about the student's HIV/AIDS status, any disclosure of this information to others would require the parent's/guardian's specific, informed and written consent.

Under public health statute, M.G.L. c.112 §12F minors may consent to their own dental care, medical testing, diagnosis or treatment in certain circumstances, including HIV/AIDS testing and treatment. If an adolescent student has sought HIV testing independent of parental consent, that student has the right to keep this information confidential. Thus, if the student elects to inform school personnel of such testing or treatment, any disclosure of this information would require the student's specific, informed and written consent.

### Infection Control

A number of serious infectious diseases are spread by blood to blood contact, including contact between blood and an open cut or sore. Therefore, school staff members are expected to adhere to universal precautions for preventing infection when confronted with bleeding or spilled blood. Further, school staff are encouraged to use universal precautions when handling bodily fluids other than blood.

May 21, 2013

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  <b>HIV/AIDS</b>	Revision  1
Date Approved by School Committee:	Signature of Chair:  Page 2 of 2

## HIV/AIDS Prevention Education

The Needham Public Schools is committed to educating all students in accordance with the Board of Education's Policy on HIV/AIDS Prevention Education (April, 1990). HIV/AIDS Prevention Education will be appropriate to students' developmental levels and will be offered throughout the coordinated school health and wellness program, K-12, per the [Massachusetts Comprehensive Health Curriculum Framework](#). To the extent practical, instructional materials for such curriculum shall be made reasonably accessible to parents, guardians, administrators and others for inspection and review.

## References

Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973

Massachusetts Board of Education's Policy on HIV/AIDS Prevention Education (April, 1990)

[Massachusetts Comprehensive Health Curriculum Framework](#) (1999)

Massachusetts Department of Education Updated Medical Policy Guidelines: Children and Adolescents with HIV Infections/AIDS in School Settings (August 1991)

Massachusetts General Laws, C.112 §12F: Emergency Treatment of Minors

Massachusetts General Laws, C.111, §70F: HIV test; informed consent; disclosure of results or identity of subject of test

Massachusetts General Laws, C.71, §55: Communicable Diseases

National Association of State Boards of Education (NASBE) 2001. *Someone at School has AIDS: A Complete Guide to Education Policies Concerning HIV Infection*. Alexandria, VA: NASBE.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  AIDS/HIV	Revision 0
Date Approved by School Committee: 9/1/92	Signature of Chair:  <i>Caroline D. Murray</i> Page 1 of 5

Human Immunodeficiency Virus (HIV), the virus that caused AIDS, is not transmitted through casual contact, such as in a school setting. Therefore, except in very rare cases (i.e., bloody sores or skin that cannot be successfully covered or controlled, frequent or severe biting that would likely be accompanied by actual transfer of blood, or bloody diarrhea, there is no legitimate public health reason to exclude students with AIDS or HIV infection from attending school.

Disclosure Policy for Students:

The student's parent(s) or guardian(s) are the gatekeepers of information relating to the student's HIV/AIDS status. They are not obliged to disclose this information to school personnel.

For the student's own health and well being, there may be good reasons to inform the school nurse or school physician of a student's AIDS diagnosis or HIV infection status. This student's parent(s) or guardian(s) would benefit from information about the occurrence of threatening contagious diseases (such as chicken pox or influenza) when making a decision regarding school attendance. The school nurse or school physician may also need to attend to the particular needs of HIV infected students regarding immunization schedules and medications. Appropriate school personnel who are informed shall make every effort to notify the infected student's parent(s) or guardian(s) of any outbreaks of contagious diseases in school.

If the student's parent(s) or guardian(s) chooses to inform school personnel about the student's AIDS/HIV status, the following guidelines are recommended:

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  AIDS/HIV	Revision 0
Date Approved by School Committee: 9/1/92	Signature of Chair:  <i>Caroline D. Murray</i> Page 2 of 5

\* The student's parent(s) or guardian(s) may inform the school nurse, school physician, or other school personnel directly.

\* Alternatively, the student's parent(s) or guardian(s) may request that their primary care physician makes the disclosure. Even the primary care physician must have the specific, informed, written consent of the student's parent(s) or guardian(s) before discussing this with school staff.

\* Further disclosure of a student's HIV/AIDS status by the school nurse or school physician or other school personnel requires the specific, informed, written consent of the student's parent(s) or guardian(s). [Note: If and when such consent is given, the letter should spell out specifically, by name, who should be told. This consent form shall be enclosed in a folder that specifically states who has permission to read it. This folder, as well as any documents related to a student's AIDS diagnosis or HIV infection, shall be placed in a separate, locked file.]

\* Routinely, no HIV/AIDS related medical information shall be placed into a student's health record. Due to its accessibility by multiple school staff, specific, informed written consent shall be obtained from the student's parent(s) or guardian(s) prior to entering this information into the school health record. [Note: Private medical notes (for example, a student's personal care physician's instructions on the administration of medications) should be kept in a locked file separate from the school health record and should only be accessible to staff who have been given written consent to view them.]

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  AIDS/HIV	Revision 0
Date Approved by School Committee: 9/1/92	Signature of Chair:  <i>Caroline D. Murray</i> Page 3 of 5

\* Any information about a student's HIV/AIDS status should be treated as highly confidential, and released only with the specific, informed written consent of the student's parent(s) or guardian(s). [Note: M.G.L., c. 111, s. 70F, prohibits health care providers, physicians and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed, written consent of the person who has been tested. This statute prohibits testing persons for HIV antibodies without their permission, and protects against the nonconsensual release of medical records (including school health records) which contain such information.]

\* If an adolescent student has sought HIV antibody testing independent of parental consent, that student has the right to keep this information confidential, and any disclosure of this information would require the student's specific, informed, written consent. [Note: Under state public health statute M.G.L., c. 112, s. 12F, minors may consent to their own dental care and medical testing, diagnosis and treatment in certain circumstances (including HIV infection). This law mandates confidentiality of medical information and records except when an attending physician or dentist reasonably believes that the condition of the minor is so serious that the minor's life or limb is endangered.]

Disclosure Policy for Staff Members:

Staff members who are infected with HIV can decide whether they want their colleagues or students to know about the illness, but no one needs to know. Should school personnel be notified, the same issues regarding confidentiality as described above will prevail.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JHCCA/  
GBE

Policy for:  AIDS/HIV	Revision 0
Date Approved by School Committee: 9/1/92	Signature of Chair: <i>Caroline D. Murray</i> Page 4 of 5

Any instance of an infection that constitutes a medically recognized risk of infection in a school setting (such as tuberculosis or chicken pox), would be treated according to existing school policy regardless of HIV status. HIV disclosure is not mandatory and follows the same guidelines as outlined above.

Testing

Mandatory screening for communicable diseases that are not spread by casual, everyday contact, such as HIV infection, shall not be a condition for school entry or attendance, or for employment or continued employment.

Attendance

HIV infection in itself is not a reason to remove a student or staff member from school or to change a job assignment. However, if a physician states in writing that a student is unable to attend school or that attending school would be injurious to the child's health, the school is obligated to provide an individually tailored plan, the same service it would offer to any other student in this situation, regardless of HIV status (i.e., in-home or hospital tutoring for a maximum period of time as stated in the special education guidelines).

If a student or staff member suffers from periods of uncontrollable bleeding, that person should not have routine contact with others in the school setting. The same is true for those students who exhibit certain conditions such as frequent and severe biting. These conditions are grounds for restriction of participating in school programs regardless of HIV status.



FILE JHCCA/  
GBE

School employees who are unable to perform their duties due to an illness, such as those related to HIV, shall retain eligibility for all benefits that are provided for in their employment contracts with regard to long-term diseases or disabling conditions.

The Needham Public Schools shall administer a program of on-going education about HIV and AIDS for students (K-12), their families, and all school employees to ensure that all are informed in a consistent manner about:

- LEGAL REFERENCES:** General Laws, Chapter 111, s. 70F  
General Laws, Chapter 112, s. 12F

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Discussion**

**Naming of Facility Request**

Background Information:

- **The School Committee may wish to discuss the request to name the Hillside School library in memory of Selectman Jerry Wasserman.**

Persons Available for Presentation:

**Dr. Joseph Barnes, Chair, Needham School Committee**

April 11, 2013

Ms. Heidi Black  
Needham School Committee Chair  
Needham Public Schools  
1330 Highland Avenue  
Needham MA 02492

Dear Heidi,

In recognition of the many years of public service that Jerry Wasserman gave to the town of Needham - as School Committee Member, Town Meeting Member, Selectman, and serving on various Town committee's, as well as, representing Needham on regional and statewide committees - we respectfully request that his considerable contribution and commitment be honored in perpetuity by naming the Hillside Library in his memory.

In the case that a decision is made not to rebuild the Hillside School, we request that, at that point in time, another location be chosen.

Thank you for your consideration.

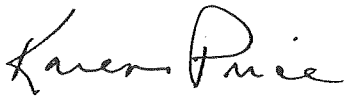
Sincerely,

Debbie Schmill, Stacie Shapiro and Madeline Wolfield

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

FF

Policy for:  NAMING SCHOOL FACILITIES	Revision  0
Date Approved by School Committee:  September 11, 2001	Signature of Chair:    Page 1 of 1

The naming or renaming of school buildings, grounds, adjacent fields, or areas within school buildings is the responsibility of the School Committee.

A community member may propose a naming or renaming by submitting to the School Committee a written summary outlining the merits of the proposal. The proposal will be presented to the School Committee at a regularly scheduled School Committee meeting. The School Committee will vote on the proposal no sooner than the following regularly scheduled School Committee meeting after the name is discussed to allow for a period for public comment.

The School Committee may appoint an external committee to review a proposal.



Elizabeth Gaudreau  
Notary Public  
Commonwealth of Massachusetts  
Expiration Date: January 26, 2007

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

**Agenda Item:     Action**

**Approve 2013-2014 Elementary and Middle School Handbooks**

**Action Recommended:**

**Upon recommendation of the Superintendent that the Needham School Committee approves the 2013-2014 Elementary and Middle School Handbooks as submitted**

## **Health Information Requirements**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **Health History**

The Health History Form providing important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

### **Required Immunizations**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

### **Physical Examination**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)**

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

### **Tuberculosis (TB) Testing**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure

- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

**The Confidential Nurse Emergency Card** must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

### **Medication Policy**

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.

- All medications, prescriptions or over-the-counter medication, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services website.

- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:

- students with asthma or other respiratory diseases may possess and administer prescription inhalers
- students with life-threatening allergies may possess and administer epinephrine via an auto-injector
- students with cystic fibrosis may possess and administer prescription enzyme supplements
- students with diabetes may possess and administer a glucose monitoring test and insulin delivery system

- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**

- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.

- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

### **Children with Special Health Care Needs**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## **Concussions**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

### **The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol



- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

#### **Symptoms to look for following a blow to the head:**

Headache or “pressure” in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confusion – can’t recall events prior to hit or fall
Balance problems or dizziness	- can’t recall events after hit or fall
Answers questions slowly	fall
<a href="http://www.cdc.gov/ConcussionInYouthSports/">http://www.cdc.gov/ConcussionInYouthSports/</a>	

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

#### **What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child’s school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child’s return to academics, physical activity, and athletics.

#### **Life-Threatening Food Allergy**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.** The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child’s emergency allergy action plan.**

**Key points of the policy for Life-threatening Food Allergy** include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.

- **An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.**
- The school programs are not declared as “allergen free” and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

## **SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student’s access to the general education curriculum. Special Education evaluation and services can only be provided with a parent’s permission. If you would like more information or believe your child may have a disability, please contact your child’s teacher or your school’s principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

## **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## LEGAL NOTICES AND SELECTED POLICIES

### NOTICE OF NON-DISCRIMINATION

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

The following persons have been designated the Non-Discrimination/Harassment Coordinators for the District. They are trained to handle inquiries regarding the school district's non-discriminatory policy:

#### **For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
Fax: (781) 455-0408

#### **For Faculty & Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
Fax: (781) 455-0426

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

### POLICY PROHIBITING HARASSMENT

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability. Consistent with our Policy Addressing Bullying, Needham Public Schools specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.

#### A. DEFINITIONS

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as

harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

Sexual Harassment. Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

#### B. HARASSMENT AND RETALIATION PROHIBITED

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

#### C. REPORTING & INVESTIGATING INCIDENTS OF HARASSMENT:

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For Faculty and Staff, notify the Director of Personnel Resources, Tom Campbell at 781-455-0400 x 208. For Parents or Students, contact the Director of Guidance, Tom Denton at 781-455-0800 x 2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at 781-455-0400 x 203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

#### D. STATE AND FEDERAL AGENCIES

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone 617-289-0111) (TTY: 1-877-521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of the alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public School's final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

## **DISTRICT MEETINGS, PROGRAMS, ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Development for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

## STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school’s principal.

(a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student’s name, parents’ names, address, parent’s email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student’s standardized test scores and evaluations by teachers, counselors, and other staff members.

Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

### **PROCESS FOR SCHOOL VOLUNTEERS**

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students will be required to participate in the Criminal Offender Record Information check prior to the volunteer activity. The school secretary will provide the Form to the potential volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The CORI information will be reviewed by the Superintendent or his designee prior to determining whether the individual will be permitted to serve as a volunteer. [For additional information on procedures to be followed, please see School Committee Policy ADDA-Criminal Offender Record Information (CORI) Policy.]

### **HOMELESS CHILDREN AND YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district's Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781)-455-0400 x213.**

### **RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student's parents. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at 781-455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>

## **POLICY ADDRESSING BULLYING**

The Needham Elementary Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- a. physical or emotional harm to the targeted student or damage to his/her property;
- b. placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. a hostile environment at school for the targeted student;
- d. infringement on the rights of the targeted student at school; or
- e. Material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and overt exclusion.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his school work and other school activities.

**Retaliation** involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

### **B. Acts of Bullying (including cyber bullying) and Retaliation are Prohibited.**

The Needham Public Schools prohibit bullying (including cyber bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any space next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

### **C. How to Report Bullying**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to the guidance counselor or the principal. Students may also report the conduct to a teacher or other school staff member, who will in turn report the incident to the principal. All school personnel are mandated to report any incidents of bullying that they witness. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students. Parents/guardians should report concerns about an incident to the Principal.



#### **D. Addressing Concerns Regarding Bullying**

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students who engage in bullying will be subject to discipline by the Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- missing recess;
- detention;
- mandatory counseling;
- short-term or long-term suspension; and
- expulsion from school

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

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

#### **E. Closing a Complaint Regarding Bullying**

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action:

- Notify the parent or guardian of the aggressor
- Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

***The above language is intended to be consistent with the Needham Public School's Policy JICFB Addressing Bullying. A copy of the complete policy is available on the school's website:***

***[http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)***

## **Needham Elementary Schools**

### **Code of Conduct**

#### **Guiding Principles at the Elementary Level**

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management and social, interpersonal and decision-making skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

The elementary school faculties establish a system of rules that govern their teaching and common spaces. Teachers engage students in establishing classroom rules and procedures that provide a structure to support all students as they learn and grow. Students are expected to demonstrate behavior appropriate to specific settings within the school, on the bus and on the playground. Teachers are asked to communicate clearly the rules of these settings to their students. School rules should be simple and few and emphasize a spirit of cooperation, high expectations and caring for one another. The rules will be stated in the affirmative wherever possible.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

#### **Strategies to Help Children Modify Behavior**

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed)
2. Behave responsibly
3. Cooperate with teachers and peer groups

The process for communicating with parents regarding problems with behavior will be initiated early on. Teachers are expected to contact parents for a conference, following the emergence of a behavior difficulty. Our schools believe that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents regarding a challenging behavior. The following are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - At the first sign of an emerging behavioral pattern or difficulty
2. Teacher creates a behavior plan and/or contracts with the student for improvement
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher
4. Teacher applies to the Teacher Support Team for review of the student's progress and the development of a behavior intervention

### **Bullying Definitions and Responses:**

Bullying (and cyber-bullying) will not be tolerated in our schools, on buses or anywhere on school grounds.

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or
- Material and substantial disruption to the educational process or the orderly operation of the school.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

Preventing and reducing bullying will be addressed in the following ways:

- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- by training staff in identification of bullying, prevention and intervention techniques for bullying
- by providing time in classrooms/morning meetings for teachers to focus on bullying prevention so that they can provide tools for students
- by establishing and enforcing school rules and policies related to bullying

### **Potential Consequences for serious behavior**

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap or sexual orientation
3. Bullying, cyberbullying or other intimidation of another student, regardless of the basis of such conduct
4. Behavior which endangers persons or property or disrupts the educational process or school activity
5. Fighting or any assault or act of violence committed against another student or school personnel

### **Suspension of Bus Privileges**

A student's bus privileges may be suspended or revoked if the behavior violation occurs on a school bus or while waiting to board, boarding or exiting the school bus. A student may also be suspended or expelled from school for inappropriate conduct which occurs while riding, boarding or exiting the school bus. Such discipline shall be handled in the following manner:

- **First violation** - A verbal or written warning shall be issued from the student's principal/designee to the student and parent/guardian that a violation has occurred, stating the violation. Student and parent/guardian are informed that the school bus privilege may be suspended if any further violation occurs.
- **Second violation** – A verbal or written warning to the child and parent/guardian is followed by a required conference with the principal/designee before the child is allowed back on the bus. Parent/guardian and student are informed that the school bus privileges will be suspended if any further violation occurs.
- **Third violation** – Principal/designee notifies student and parent/guardian in writing that the student loses AM bus privilege for 5 days. Parent/guardian and child are required to have a conference with principal/designee before the child is allowed back on the bus.
- **Fourth and subsequent violations** – Principal/designee notifies student and parent/guardian in writing that student loses AM/PM bus privilege for 5 days. Parent/guardian and child required to have a conference with principal/designee prior to child riding the bus. For 5<sup>th</sup> and subsequent violations, school bus privileges may be suspended for a longer, defined period of time as determined by the principal/designee, by written notice to the parent/guardian.

### **DUE PROCESS: PROCEDURES THAT APPLY TO STUDENT DISCIPLINE**

#### **Student Rights Regarding Short Term Suspensions (10 days or less)**

The Principal has the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension prior to a readmission conference.
3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - The reason for the suspension
  - A statement of the effective date and duration of the suspension
  - The student's right to make up schoolwork missed
4. The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

#### **Long Term Suspension or Expulsion by the Principal**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L c. 71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate. When considering expulsion or long term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
- 6 Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71, §37H.

### **Conduct Which May Lead To Expulsion**

Students are subject to expulsion by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H above.) The Principal may seek proceedings before the School Committee to consider expulsion in other circumstances of a serious nature, including, but not limited to those that may result in serious bodily injury.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

### **Discipline of Special Education Students**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., (“IDEA”) provide eligible students (“students”) with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student’s disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a “change of placement” as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student’s IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including

the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at 781-455-0400 x 213.

### **Discipline of Students Whose Eligibility for Special Education is Suspected**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was

not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

### **Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.



# STUDENT AND PARENT HANDBOOK 2013-2014

## HIGH ROCK SCHOOL 77 FERNDALE ROAD NEEDHAM, MA 02492



PRINCIPAL  
Jessica R. Downey

[Jessica\\_Downey@needham.k12.ma.us](mailto:Jessica_Downey@needham.k12.ma.us)  
(781) 455-0455

### SCHOOL TELEPHONE NUMBERS

Main Number.....(781) 455-0455  
Absence Phone Line.....(781) 455-0455  
Main Office Fax.....(781) 455-0411  
Nurse.....Ext. 258  
Guidance.....Ext. 265

<http://highrock.needham.k12.ma.us/main/>

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Пожалуйста, свяжитесь с офисом программы ELL по телефону 781-455-0800, если вам нужен перевод этого документа

이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-0800)로 전화주시기 바랍니다.

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# STUDENT AND PARENT HANDBOOK 2013-2014

## HIGH ROCK SCHOOL 77 FERNDALE ROAD NEEDHAM, MA 02492



PRINCIPAL  
Jessica R. Downey

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## HIGH ROCK SCHOOL

77 FERNDALE ROAD  
NEEDHAM, MA 02492

Dear Students & Families,

I want to extend a special welcome to each and every one of you. The year ahead will be filled with new experiences, opportunities, challenges, and growth. Everyone at High Rock is excited about working with you as you begin your journey through the middle school experience in Needham.

This journey will focus on three key values while you are at High Rock: *learning*, *self-discovery* and *caring for others*. Throughout the year your teachers, coursework, activities and experiences will provide you moments when you will examine, challenge and develop yourself in these three realms.

This handbook is a guide for you to understand the expectations and routines of the High Rock School. It is designed to help you have an enjoyable and successful school year. If you ever have questions about anything, the staff is here to help you. Please note that a full version of the handbook is available online on our High Rock Website.

Thank you for taking the time to review this handbook with your family. We are all looking forward to an exciting and rewarding year. We are so happy that you are here with us.

Best wishes for a successful school year.

Sincerely,

*Jessica R. Downey*

Jessica R. Downey  
Principal

# High Rock School Calendar - 2013-2014

September (19 days)							September
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	3 First Day of School
8	9	10	11	12	13	14	5 No School/Rosh Hashanah
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

October (22 days)							October
S	M	T	W	TH	F	S	
		1	2	3	4	5	1 Early Release Day @ 11:20 a.m.
6	7	8	9	10	11	12	11 Midterm I (28)
13	14	15	16	17	18	19	14 School Closed/Columbus Day
20	21	22	23	24	25	26	24 Early Release Day @ 11:20 a.m.
27	28	29	30	31			

November (18 days)							November
S	M	T	W	TH	F	S	
					1	2	7 Delayed Opening @ 9:25 a.m.
3	4	5	6	7	8	9	11 School Closed-Veterans Day
10	11	12	13	14	15	16	27 Early Release Day @ 11:20 a.m.
17	18	19	20	21	22	23	27 Term I Ends (59)
24	25	26	27	28	29	30	28-29 School Closed-Thanksgiving

December (15 days)							December
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	2 Term II Begins
8	9	10	11	12	13	14	10 Early Release Day @ 11:20 a.m.
15	16	17	18	19	20	21	23-31 No School-Winter Vacation
22	23	24	25	26	27	28	
29	30	31					

January (21 days)							January
S	M	T	W	TH	F	S	
			1	2	3	4	1 School Closed-New Year's Day
5	6	7	8	9	10	11	17 Early Release Day @ 11:20 a.m.
12	13	14	15	16	17	18	17 Midterm II (27)
19	20	21	22	23	24	25	20 School Closed-MLK Day
26	27	28	29	30	31		29 Delayed Opening @ 9:25 a.m.



No School – School Closed



Early Release Day



Delayed Opening – 2 hours

February (15 days)							February
S	M	T	W	TH	F	S	
						1	11 Early Release Day @ 11:20 a.m.
2	3	4	5	6	7	8	17 School Closed-Presidents' Day
9	10	11	12	13	14	15	18-21 No School-February Vacation
16	17	18	19	20	21	22	
23	24	25	26	27	28		

March (21 days)							March
S	M	T	W	TH	F	S	
						1	
2	3	4	5	6	7	8	6 Early Release Day @ 11:20 a.m.
9	10	11	12	13	14	15	14 Term II Ends (34)(61)
16	17	18	19	20	21	22	17 Term III Begins
23	24	25	26	27	28	29	26 Early Release Day @ 11:20 a.m.
30	31						

April (16 days)							April
S	M	T	W	TH	F	S	
		1	2	3	4	5	8 Delayed Opening @ 9:25 a.m.
6	7	8	9	10	11	12	18 No School-Good Friday
13	14	15	16	17	18	19	21 School Closed-Patriots' Day
20	21	22	23	24	25	26	22-25 No School-April Vacation
27	28	29	30				

May (21 days)							May
S	M	T	W	TH	F	S	
				1	2	3	2 Midterm III (29)
4	5	6	7	8	9	10	14 Early Release Day @ 11:20 a.m.
11	12	13	14	15	16	17	26 School Closed-Memorial Day
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

June (12 days)							June
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	3 Early Release Day @ 11:20 a.m.
8	9	10	11	12	13	14	17 Term III Ends (31)(60)
15	16	17	18	19	20	21	*17 180 <sup>th</sup> Instructional Day
22	23	24	25	26	27	28	** 24 Includes 5 Snow Days
29	30						



No School – School Closed



Delayed Opening - 2 hours



Early Release Day

\*17 – Last Day of School w/o snow days  
\*\* 24 – Last Day of School w/5 snow days

# HIGH ROCK FAQ

## (Frequently Asked Questions)

### 1. What time should I be at High Rock? When does the school open?

High Rock will open to students at 7:25 a.m. The school day starts at 7:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time. If you have arranged to see a teacher before 7:25 a.m. you can show your "pass" to the staff person on duty to gain entry to High Rock.

### 2. What if I am absent from school?

If you are absent, due to illness or any other circumstance, your parent/guardian **must** telephone the Absence Line at (781) 455-0455 between 7:30-8:30 a.m. to report your absence. By getting the phone call, High Rock teachers and staff will know that you are safe at home.

### 3. What if I am late to school?

If you are not in advisory by 7:40 a.m. you are considered tardy. You must report to the Main Office for an admit slip to give to your teacher. **Five (5) unexcused tardies during a trimester will make you ineligible for Honor Roll.** Excessive tardiness can result in disciplinary action by the Main Office.

### 4. What if I am late to class?

If you anticipate being late for a class, be sure to get a hall pass from the teacher or staff member with whom you are detained. Present this pass to your teacher to get admitted to your next class.

### 5. What time does dismissal take place on an Early Release Day?

An Early Release Day dismissal is at 11:20 a.m. All students are expected to leave the building at this time as there is no adult supervision available.

### 6. What time does school start on a Delayed Opening Day?

The doors will open at 9:25 a.m. for students on a Delayed Opening Day at High Rock. The school day starts at 9:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time.

### 7. What if my parents/guardians need to contact me?

If your parents/guardians need to contact you they should call the Main Office and the message will be given to you. **Students cell phones are to be turned off and stored in lockers during the school day.** Any message from a parent/guardian needs to go through the Main Office.

## 8. What if I need to contact my parent/guardian?

If you need to contact your parent/guardian you may ask the teacher or the Main Office for permission to use the phone. On the rare occasion that you forget something at home, it can be dropped off at the Main Office. Make sure the item is clearly marked with your name and cluster number. It is your responsibility to retrieve this item from the Main Office. Students are not to use their cell phones during the school day.

## 9. Is there a dress code and if so, what can I wear to school?

You and your parents/guardians are responsible for determining appropriate school clothing. High Rock School has a dress code:

- Inappropriate graphics and slogans are not allowed in school.
- Articles of clothing that display drugs, alcohol, tobacco or illegal activity are not permitted.
- Beach clothes, pajama bottoms, ripped or torn clothing or "leggings" (without skirt or dress) are not permitted.
- No clothes that show the wearer's midriff (stomach area) or that allow undergarments to show are allowed.
- Skirts and shorts must be as long as your fingertips when your arms are extended down your side.
- No hats or other headwear is allowed. Hoods on sweatshirts may not be placed on heads. Students may wear headwear for medical or religious reasons, as approved by the Principal.

A Teacher or the Principal may speak to any student whose clothing does not appear to meet the dress code. That student may be asked to change clothes or put on a jacket or other cover-up. If no clothes are available to solve the dress code violation, a parent/guardian may be called and that student may not be able to return to class until the requested change of clothing is made.

## 10. Can I bring my cell phone or other electronic devices to school?

**First, students are not allowed to use cell phones during the school day.** Students are not allowed to use other electronics during the school day. All cell phones and electronic devices are to be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If you are seen with a cell phone or an electronic device, it will be confiscated and will need to be picked up by a parent/guardian, after the school day. With the permission of teachers and staff at High Rock you are allowed to use the classroom or Main Office telephone. You are not allowed to use these phones without permission.

## 11. Tell me about lockers and the rules about them.

Everyone is assigned a locker and you need to provide a combination lock that you bring from home. You will have your locker all year long. Your Advisory Teacher will keep your combination in a safe place in case you forget it. Here are the rules about lockers:

- Lockers are the property of High Rock School so you should not consider them "personal property."
- The Principal or another administrator may open your locker at any time for inspection. Don't expect your locker to be private.
- Use your locker for books and school related items. High Rock cannot guarantee the safety of money or valuable items in your locker.
- You must keep your locker neat and clean.

- You may not attach anything to the outside of your locker, including posters, messages, birthday wishes, photos, etc.
- Your combination lock should stay on your locker. Under no circumstances are locks to be removed unless a faculty member or administrator requests you to do so.
- If your lock breaks and you need to replace it, be sure to tell your Advisory Teacher the new combination.
- If your lock combination is not on file and access to your locker is deemed necessary, the school administration reserves the right to cut your lock off of the door of the locker.

## 12. How am I expected to behave in the hallways?

For safety, there are several rules for hallway behavior:

- Keep to the right of hallways and stairs.
- No running in the building at any time.
- No shoving, pushing or playing of any kind in the hallways.
- No yelling, shouting or abusive language in the school building.
- No banging, slamming or kicking of locker doors.

## 13. What do I do when the fire alarm sounds?

Pay close attention to the teacher for special directions. The following are the procedures for an evacuation from the building:

1. File out of the room by row quickly and quietly.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet away from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building alone by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

## 14. What is a lockdown and what do I do if we need to do a lockdown?

A lockdown is a procedure that insures that all students and staff at High Rock will remain safe during an emergency. Some reasons for lockdowns are weather emergencies, chemical accidents or potential threats of violence that could make going outdoors dangerous. You will be a part of practice drills throughout the year, some of which will be announced while others will be surprise drills. If the school goes into lockdown, every effort will be made to communicate with your parents/guardians via the Listserv, reverse 911 and/or through the Needham Public Schools Website.

## 15. How can I be successful with homework?

Homework is important. It helps you practice, learn and achieve more. In general, you can expect to complete some homework each night (ranging from 1-2 hours). Sometimes you will be expected to work on long-term assignments at home. It will be really important for you to plan how you will use your time at home to work towards finishing the project. There is nothing harder than letting homework go until you have to spend **ALL** of your time finishing it by the deadline. Take it from the Handbook Authors: **PLAN AHEAD!**

Students are expected to write down their homework assignments each day. In addition, information regarding homework assignments is often available to High Rock students on the school's Website. That address is: <http://highrock.needham.k12.ma.us/main/>

16. What are my responsibilities for completing homework? How can my parents/guardians help me complete my homework?

#### STUDENT ROLE IN HOMEWORK COMPLETION

- Write assignments in your agenda book each day in class.
- Plan and prioritize your time for short and long term assignments.
- Develop a routine for homework with a time and place that helps you do your best.
- Ask the teacher clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Talk with your teacher or parent/guardian when you need special or extra help.
- Most teachers have a homework Website to look at as a back up to your agenda book.
- Stay after school if you need to get extra help.

#### PARENT/GUARDIAN ROLE IN HOMEWORK COMPLETION

- Establish clear expectations about homework.
- Ensure there is a regular time, place and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.
- Communicate any questions or concerns about homework with your child's teachers.
- Use PowerSchool to monitor your child's progress and grades.

**Teachers are available Tuesday, Wednesday and Thursday, from 2-2:30 p.m. to help you with your homework and/or your long-term assignments.**

#### 17. Is there an after school reading requirement?

Yes, students are required to read at least 120 minutes each week at home.

Research has consistently shown that sustained, self-selected reading leads directly to gains in vocabulary and reading achievement. High Rock School recognizes the importance of independent reading to student growth and development in literacy. As such, we expect each student to read a book of their choosing for at **least 120 minutes each week** as part of their weekly homework. Reading time should be logged using whatever method the cluster decides is best, and students should expect that reading logs will be assessed periodically to help develop and sustain long-term reading goals.

Each student at High Rock will have 20-30 minutes, every other day for independent reading at school. This time may count toward the 120 minutes required. Students are expected to come to IR prepared with a book and to use the IR time for reading. Cluster teachers will meet with students periodically during IR to help guide and set goals for each child's independent reading.

Over the course of the year, each student at High Rock School will have spent at least 70 hours reading self-selected books.

#### 18. How often do we get Progress Reports?

At High Rock there are three trimesters. You will get a Progress Report at the end of each trimester. Your grades will be stored on-line in PowerSchool. Mid-term reports (in the middle of each trimester) are provided in PowerSchool so that you and your parents/guardians can see how you are progressing throughout the school year.

## 19. Can you tell me more about PowerSchool?

PowerSchool is an electronic information system that keeps track of each High Rock student's grades, attendance and other important information. PowerSchool is on-line and provides safe and secure access using password protection. You and your parents/guardians can only see your grades in PowerSchool. You and your parents/guardians will have separately assigned passwords for PowerSchool login. Teachers ensure that grades are up to date at the mid-term of each trimester.

## 20. If I lose something, where do I look for it?

There are three Lost and Found containers located in the building, the Main Office, cafeteria and gym area. You can claim lost items in the morning between 7:30-7:40 a.m., or in the afternoon between 2-2:30 p.m.

# HIGH ROCK DAILY SCHEDULE

1. The High Rock day is a **7 period day**.
2. You start each day with your **Advisory Teacher**.
3. High Rock students alternate **ODD DAYS and EVEN DAYS**.
4. Calendars will be distributed to students on a monthly basis that outlines the Odd/Even rotation.

Typical Day: Students in each grade will receive instruction in the four (4) core subjects every day, which include English Language Arts, Math, Science and Social Studies. The specific times of these classes vary by cluster. The average class time is 45 minutes with lunch being 25 minutes.

Typical Day	
Advisory - 7:40-7:55	
English	
Math	
Science	
Social Studies	
Enrichment Block 1	
Enrichment Block 2	
Flex/Silent Reading	

**Exact Times of Cluster Enrichments & Lunch**

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Lunch Period	11:32-11:57	11:07-11:32	12:25-12:50	11:58-12:23	10:42-11:07
Enrichment 1	8:46-9:31	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11
Enrichment 2	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11	1:14-2



## **SCHOOL/HOME COMMUNICATION**

The communication between the school and home is vital in supporting the overall mission of the High Rock School community.

### **POWERSCHOOL**

PowerSchool is an electronic information system, which tracks student data, attendance and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the Main Office.

### **SCHOOL CALENDAR**

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each cluster (i.e. field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham

Public Schools Website at <http://needham.k12.ma.us> or through the link included on the High Rock School Website.

### **FROM THE PRINCIPAL**

The High Rock principal will communicate with parents/guardians electronically using the High Rock listserv (see below). These periodic updates will provide information regarding school activities, parent programs, special events and news from High Rock!

High Rock will have a listserv established for the parents/guardians in the school. This listserv is operated, maintained, and the property of the Needham Public Schools. The Main Office will coordinate all communication through this listserv.

Parents/guardians are responsible for signing up to become a member of the High Rock listserv. In addition, **please note that it is the parents/guardians responsibility to manage the accuracy of the email addresses on record.** The school holds no responsibility to update or change the email contact information contained within the list. The address where parents/guardians can sign-up to be a member of the High Rock listserv is:

**<http://lists.needham.mec.edu/mailman/listinfo/highrock>**

### **HIGH ROCK SCHOOL WEBSITE**

The High Rock School maintains a comprehensive school Website, which includes a range of information about each department, the Program of Studies and student services at High Rock. Current news, events and resources will also be included on the site. Please visit us at:

**<http://highrock.needham.k12.ma.us/main/>**

### **PARENT COMMUNICATION GUIDELINES FOR EMAIL**

Timeliness: You can expect a response or an acknowledgement that the email or phone call was received in two school days. This may seem long, but given the full plate of challenges teachers face, this is a manageable guideline.

Note: If you don't hear back from a teacher within the two-day timeframe, please try one more time (or use a different medium) before letting frustration set in. Unfortunately, email servers and voicemail do not always work consistently.

Factors to Consider: Personal preference, comfort with electronic media, and a number of other factors sometimes work against the helpfulness of guidelines, but we offer the following "rules of thumb" when using email to communicate with staff.

The probability that email will be an effective form of communication is high for the following types of communication:

- FYI's (no response needed). Example: "I will be out of town for the coming week. Alex will be staying with our neighbors, Mr. and Mrs. Friendly. Their phone number is ..."
- Short exchanges. Example: "My son has lost his textbook. How do I go about acquiring a new one?"

The probability that emails could contaminate communication is high when:

- Strong emotion is present. Anger and frustration are often misinterpreted and misunderstood with email.
- When emails move beyond two exchanges ... an exchange being a set of questions followed by a response.

Alternate options: These might be times when a telephone conference or a face-to-face meeting would improve the chances of resolving the matter.

## **SCHOLASTIC INFORMATION**

### **PARENT/TEACHER APPOINTMENTS**

There are no regularly scheduled parent/teacher conferences in 6<sup>th</sup> grade as there were at the elementary level. However, parents/guardians may request a meeting with teachers. Cluster meetings, which may include some/all of your student's major subject teachers, advisory teacher, special educator and guidance counselor, may be arranged by calling the High Rock office.

### **HONOR ROLL**

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

- |                           |  |
|---------------------------|--|
| <b><i>Honors</i></b>      | A grade of "B" or higher in all subjects, and an effort grade of 1 or 2. |
| <b><i>High Honors</i></b> | An "A-" or higher in all subjects, and an effort grade of 1 or 2.        |

Five (5) unexcused tardies during a trimester will make a student ineligible for Honor Roll.

### **PROMOTION TO GRADE 7**

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts, in order to be promoted to Grade 7.

Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be

promoted to the next grade level. The Principal must approve a student's summer school program in order for the credit to be accepted by High Rock School.

### **PRIVATE SCHOOL RECOMMENDATION PROCEDURE**

While we hope you are all enjoying your experiences with Needham Public Schools, we also know that some families will choose to apply to private schools as an alternative educational option. Part of the application process, includes a request for a transcript and recommendations to be completed and sent by appropriate High Rock staff (usually the English and Math teachers, as well as the Guidance Counselor).

In order to accommodate all requests in a timely manner, we have outlined the following procedures to assist in this process:

1. All recommendation forms and transcript requests must be submitted to the Main Office a minimum of one month prior to the application deadline.
2. Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
3. All teacher recommendation forms (usually Math and English) must be accompanied with a stamped, addressed #10 business envelope for each school to which recommendations are to be mailed. In addition, a 9x12 envelope for each school with three first-class stamps affixed must be supplied to the guidance counselor to accommodate required transcript documents and recommendations.
4. All recommendations will be mailed directly to the school and not given to parents/guardians or students.

### **STUDENT RECORDS**

Parents/guardians, or students over 14 years of age have the right to review student records. Student records are not open to anyone but authorized school personnel without the written permission of the eligible student or his/her parent/guardian.

A complete set of regulations governing student records is available in the office of the Director of Student Development and Program Evaluation in the Administration Building.

### **TEACHER ASSISTANCE TEAM**

High Rock School has a Teacher Assistance Team (TAT). This is a faculty group who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of the High Rock students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied.
- Accommodations that may help a student better learn.
- Behavioral interventions that may be adapted to improve behavior.
- What other regular education supports may be needed to enhance learning.

### **TEXTBOOKS**

Students are responsible for all books issued to them. A book borrowed from the Media Center and not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the Lost and

Found and make an exhaustive search before new books are issued. All thefts should be reported directly to the Main Office.

## **ATTENDANCE & ABSENCE PROCEDURES**

### **SCHOOL ATTENDANCE**

School attendance is very important for a student's success in school. Children who do not attend regularly have difficulty keeping up and also miss out on being part of the social fabric of the school. There may be times when your child is ill. If your child is too ill to attend school, you should contact the school first thing in the morning and keep the school informed if the absence continues. If your child is having difficulty attending school for any reason, please contact the school so that we can see if there is any way we can be of assistance to you.

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent/guardian or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school or fourteen partial days in a six-month period without documentation of a medical illness may be asked to provide medical documentation for any future absences. Undocumented absences must be reported.

### **ABSENCES**

Please see FAQ #2 for absence procedure.

**Extensive absences due to illness will require documentation from a physician.**

- Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. In the case of a one or two day absence, students are expected to contact classmates for missed homework assignments. If an extensive absence occurs, requests for the Main Office to gather homework assignments can be honored on or after the **third day of absence**.
- If a student is absent five (5) days without medical documentation and after consultation with the school nurse, a letter will be sent to the parents/guardians informing them that daily attendance is a concern.
- After seven (7) days a notice will be sent to the parents/guardians informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.

A student absent from school will need to make a request to the Principal for permission to participate in school-sponsored activities (athletics, dances, concerts, etc.) on the day of the absence.

A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the Main Office secretary, and the student should make arrangements with each teacher for make-up work upon returning to school.

## **DISMISSALS**

We discourage students from being dismissed prior to the end of the school day. To request early dismissal for your child, please submit a written request to the Principal.

- Students who are to be dismissed from school must report to the Main Office between 7:30 and 7:40 a.m. for a dismissal permit presenting, at that time, a note from the parent/guardian requesting the dismissal.
- At the dismissal time, the student will report to the Main Office before leaving the school building and present the dismissal permit to the secretary.
- When students feel ill and wish to return home, they must first report to the nurse in the health office. Except in emergency situations, students should obtain a pass from their classroom teacher authorizing them to go to the school nurse. The nurse will contact the parent/guardian to arrange for transportation to the home.

## **VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS**

A student who is absent from school due to a family vacation taken during the school year misses important instruction in the classroom. Teachers are concerned that every day missed sets a student back and creates added pressure on the student to "catch up" upon their return. The school calendar is published far in advance of the school year (Spring of the previous year) to help parents/guardians plan family trips. Whenever possible, plan your family vacations to coincide with school vacations.

- Parents/guardians are urged to comply with the school calendar.
- Since assignments are based upon material that has been previously taught, work must be made up after a child returns.
- Assignments cannot be sent home in advance.
- Parental cooperation in this matter is greatly appreciated.
- **Vacations are always considered unauthorized absences from school.**

## **DAILY PROCEDURES & EXPECTATIONS**

### **ADVISORY**

Social and emotional learning at High Rock School is embedded throughout the curriculum, instruction and experiences provided to students. Advisory is a time during each day where specific skills and concepts are explicitly introduced, taught and practiced. Through a school-wide awareness and integration of advisory, these skills are reinforced and practiced during the day-to-day experiences in classroom and throughout the building.

### **Expectations for Advisory Experience**

Advisory is a place where ...

- Every student feels safe and connected to a small group of peers.
- Every student has a connection with their advisor and feels safe and comfortable with this adult in the building.
- Social Emotional skills and concepts are explicitly taught in order to be practiced and reinforced through the rest of the High Rock School experience.

## Overarching Advisory Themes

1. Be Yourself. Become a Community
2. Respect
3. Communicating Respect
4. Anti-bullying
5. Making Good Decisions
6. Citizenship in a Community
7. Reflections/Transitions

### CAFETERIA PROCEDURES

Lunch Period is generally the time of day when students see all the students in their Cluster. High Rock staff recognizes that our students, who do not have a recess period, have socialization needs that can be met during lunch period.

Procedures have been established so that students can have a fun yet organized lunch period.

#### I. Lunch line:

- A. Prior to arriving at lunch all books, binders, and personal items must be placed in student lockers or in the classroom they are going to next. These items must not be placed outside the cafeteria or gym.
- B. Form orderly lines single file, one by each door to the serving areas.
- C. Join the line at the back and stay in place. Do not cut in line.
- D. Be respectful and courteous to the cafeteria staff.
- E. Students are encouraged to deposit funds in their personal lunch account with a check to speed the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents/guardians.

#### II. Inside the cafeteria:

- A. Sit at assigned tables only.
- B. Assume responsibility for the table at which you are seated.
- C. Remain seated while inside the cafeteria.
- D. Leave seat only...
  1. To buy seconds, milk, and/or ice cream which must be taken back to the seat.
  2. To request permission of the supervisor to use the lavatory or telephone.
- E. Form a single line to buy food. **DO NOT CUT IN LINE.**
- F. Clear the table and surrounding floor area of trays and waste materials, and dispose of empty milk cartons, soda, and juice cans in the green recycling containers. A broom, dustpan, brush, and damp cloth are available at the kitchen end of the cafeteria to clean a table and/or floor area when necessary.
- G. Students are assigned table top clean up duty on a weekly basis. All students sit as a community and take part of the clean up procedure. Students with life threatening allergies are not required to participate in this routine.

#### III. Dismissal from tables:

- A. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- B. A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.
- C. Dispose of all food before leaving the cafeteria.

## **TRANSPORTATION OF STUDENTS**

**AUTOMOBILE DROP-OFF & PICK-UP:** In order to keep the High Rock campus safe and orderly, strict automobile drop-off and pick-up routines will be established. Between the hours of 7-8 a.m. and 1:30-2:30 p.m., Monday through Friday, the following will be in place:

- The Linden Street entrance will be one-way, entering at Linden Street and exiting at Sylvan Road with a left turn only.
- Students may enter/exit vehicles on the passenger side only.

**DROP OFF:** Autos will enter the Linden Street driveway and drop off along the driveway sidewalk. Cars must drop off students prior to the crosswalk. Cutting the line to drop off ahead of the crosswalk is not permitted. In addition, cars may not enter the lower parking lot enclosure (for staff parking only) to drop off students.

**PICK-UP:** The pick-up line will begin in the driveway at the "pick up begins here" sign. Parents are encouraged to queue up along the entire length of the Linden Street driveway.

**End of Day Dismissal:** At 2 p.m. school is officially dismissed. Those students who take the school bus home will board buses with a departure time of approximately 2:07 p.m. There is no staff supervision outside of the building following 2:10 p.m.

After 2 p.m. all students are expected to be in a supervised area with an adult. Teachers provide academic assistance for students from 2 until 2:30 p.m. on Tuesday, Wednesday and Thursday. Following 2:30 p.m. (2 p.m. on Friday) students are required to be with a faculty member. Any student not with a faculty member will be required to leave the school building.

## **BUS**

Students who live more than 2 miles from High Rock School and are eligible for free transportation, must fill out a transportation application (due May 15, 2013). They will receive a bus pass for transportation to and from High Rock. Students who live 2 miles or less may elect to purchase a bus pass (\$395 until May 15; \$445 thereafter).

Exact school bus routes with bus stops will be posted on the school Website and will be published in the Needham Times the last week in August. Students who have requested a bus pass will receive their bus pass the last week of August as well. For planning purposes please reference the 2013/14 school bus routes.

The upper circle off Ferndale Road will be used by buses only from 7-8 a.m. and 1:30-2:30 p.m. All automobile traffic during that time will be directed to the lower lot near the fields with one-way access off Linden Street.

## **WALKING & BIKING**

Students are encouraged to walk or bike to school as frequently as possible. It is great exercise, can be a fun social time with friends and family and helps students develop independence skills. In order to encourage 6<sup>th</sup> graders to walk to High Rock School, a number of crossing guards have been added at key locations. Please check the High Rock Website for up-to-date information about those crosswalks with guards.

## **SUSPENSION OF BUS PRIVILEGES**

A student's bus privileges may be suspended or revoked if a behavior violation occurs on a school bus or while waiting to board, boarding or exiting the school bus. Bus Conduct Rules have been distributed along with your student's Bus Pass. Student and parent/guardian should review

these rules. (A student may also be suspended or expelled from school for inappropriate conduct which occurs while riding, boarding, or exiting the school bus.)

Suspension of bus privileges shall be handled in the following manner:

- First: Child is spoken to by the Principal to stress the importance of following the Bus Conduct Rules for the safety of all riders.
- Second: May result in school consequences and/or loss of bus privileges.
- Third: May result in school consequences and/or loss of bus privileges.
- Fourth: May result in loss of bus privileges for the balance of the school year. The pass will be taken and turned into the Transportation Office. No refund will be given.

All bus conduct forms are mailed to parents/guardians by the Transportation Office.

## **STUDENT HANDBOOK & AGENDA**

Each year the High Rock School will print a student agenda and handbook. Enough copies will be printed for each student and sold to students during the first week of school for a small fee to cover the reproduction costs. It is expected that students will purchase a handbook/agenda and keep it with them at all times in order to help plan and manage their assignments. If a child loses their copy it is the expectation that a replacement copy will be purchased.

The cost of the agenda will be shared with all families in August as part of the back-to-school information sent home. If there is financial need, the first agenda may be given to the child without charge by making a request to the principal. Since our handbook is online, a printed copy of the parent-student handbook is available without charge, by making a request to the Main Office.

## **VISITORS**

All parents/visitors to the school are welcome at High Rock School. Parents/guardians and visitors are required to sign in at the Main Office before proceeding to any other areas of the school. Visitors will be issued a visitor badge to wear during their time in the school. An appointment should always be made before planning to meet with a teacher or an administrator. Students not enrolled at High Rock School are **not** allowed to visit during the school day.

## **CORI PROCESS FOR VOLUNTEERS**

All volunteers who may have direct and unmonitored contact with children will be required to participate in the Criminal Offender Record Information check prior to volunteering in the school. The school secretary will provide the form to a volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The Superintendent, or his designee, will review the CORI information to determine if the volunteer may have unmonitored contact with children.

## **HEALTH & SAFETY**

### **HEALTH INSURANCE COVERAGE**

Massachusetts offers free or low-cost health and dental insurance for school-age children. Every child in Massachusetts should have health insurance and access to a primary care provider. If you have any questions or need any information about health insurance coverage, please speak with your child's school nurse.



## **HEALTH INFORMATION REQUIREMENTS**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

## **HEALTH HISTORY**

The Health History Form provided important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

## **REQUIRED IMMUNIZATIONS**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

## **PHYSICAL EXAMINATION**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

## **TUBERCULOSIS (TB) TESTING**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

## **CONFIDENTIAL NURSE EMERGENCY CARD**

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

## MEDICATION POLICY

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medications, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services Website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and administer prescription inhalers.
  - students with life-threatening allergies may possess and administer epinephrine via an auto-injector.
  - students with cystic fibrosis may possess and administer prescription enzyme supplements.
  - students with diabetes may possess and administer a glucose monitoring test and insulin delivery system.
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent/guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

## CHILDREN WITH SPECIAL HEALTH CARE NEEDS

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent/guardian meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## CONCUSSIONS

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life altering or life threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician,

teachers, neurophysiologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

**The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents/guardians will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

### Symptoms to look for following a blow to the head:

Headache or "pressure" in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confused - can't recall events prior to hit or fall
Balance problems or dizziness	- can't recall events after hit or fall
Answers questions slowly	

<http://www.cdc.gov/ConcussionInYouthSports/>

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

### What to do if your son/daughter has had a concussion:

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

### YEARLY SCREENINGS

In compliance with Massachusetts laws and regulations, the Needham Public Schools, through health services, conducts health screenings upon school entry and at the following intervals:

Vision: annually in grades kindergarten - five, grade 7, and grade 9

Hearing: annually in grades kindergarten - third, grade 7, and grade 9

Heights, weights, and BMI calculation: grades 1, 4, 7, and 10

Postural screenings: annually grades 5 - 9

Parents/guardians will be notified if their child requires further evaluation based on the results of the vision, hearing, and postural screenings. All parents/guardians will be notified about the results of their child's BMI screening.

A parent/guardian may opt to exempt their child from being screened, by submitting a written request to the school nurse. Please contact your child's school nurse with any questions or concerns about health screenings.

### **EXEMPTION FROM PHYSICAL EDUCATION DUE TO MEDICAL CONDITIONS**

Students are required to take Physical Education (PE). If a student must miss PE class due to injury or illness, a written note from a healthcare provider must be submitted to the nurse prior to the PE class. The note should include the specific anticipated length of absence, any activity restrictions, and a specific date to return to PE. If the return date cannot be anticipated, then a second signed note from the healthcare provider will be required for re-entry into PE.

### **STUDENT HEALTH RECORDS**

Student health records, computerized and paper files, are maintained to ensure security and privacy. Student health records are part of a student's temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent/guardian. These records are accessible to the student's parents/guardians and authorized school personnel. State and Federal laws provide special confidentiality protections for certain health records.

### **LIFE-THREATENING FOOD ALLERGY**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.** A Policy for Life-Threatening Food Allergy was approved by the School Committee in December 2010. The implementation of the policy will aim to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety, as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-Threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned.
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non-curriculum related classroom-based celebrations and parties are food free.

- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol.
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six - twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA.
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

## **SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER**

Please listen to the radio and television stations listed below for "No School" and "Two-Hour Delayed Opening" announcements or check the Needham Public Schools Website: <http://www.needham.k12.ma.us/>

After reviewing anticipated road conditions, access to our schools, the projected weather forecast, and consultation with the Needham Police and the Department of Public Works, the Superintendent will decide between approximately 5 and 6 a.m. if conditions will be safe for the children to come to school. The following plans will be in effect for inclement weather:

### **NO SCHOOL ANNOUNCEMENT**

If the conditions are severe, school will be canceled. The "No School" announcement will be carried by radio stations WBZ 1030 AM and WRKO 680 AM and television channels WBZ Channel 4, WCVB Channel 5, WHDH Channel 7, WFXT FOX25, and the local cable channel. All classes and school activities will be canceled for the day, including scheduled adult evening classes, before and after school programs, and other school-based activities. Transportation of students to out-of-district schools will be canceled on Needham's "No School" days. Information regarding schools during inclement weather is also available on the Needham Public Schools' Website.

### **TWO-HOUR DELAYED OPENING**

If the Department of Public Works needs extra time to plow the roads or sand the streets to assure safety, the school day will be shortened. Under this alternative plan, the opening of school and all bus pickups will be delayed two hours. This includes special education transportation pick-ups for students in out-of-district schools. The "Two-Hour Delayed Opening" announcement will be carried by the same radio and television stations and will be specifically announced as such. Parents/guardians are reminded not to send their children to school early on "Two-Hour Delayed Opening" days since the school yards may not be plowed nor will staff be available to supervise early arrivals.

**ON "TWO-HOUR" DELAYED OPENING DAYS:**

- \* Schools will be dismissed at their regular times.
- \* Noon meal will be served at the regular times in all school cafeterias.

Please do not call the Police Department, the Fire Department, the Department of Public Works or the School Department to ask about "No School" or "Two-Hour Delayed Opening" announcements. Your call may interfere with the performance of their duties at a critical time during a storm.

**SCHOOL LIFE****MEDIA CENTER**

At the discretion of a teacher, up to five students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a Media Center pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by Media Center staff. Students wishing to use the Media Center after school must present an after school pass signed by a teacher. Students are expected to conduct themselves appropriately in the Media Center. NO FOOD, DRINKS or GUM are allowed in the Media Center. Complete information on Media Center policies, procedures and expectations are posted on the High Rock Website.

**FIELD TRIPS**

Attendance on a school-sponsored trip that is not a part of required class activities is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the Principal the student's pattern of behavior is deemed inappropriate or potentially disruptive to the planned trip. Please note that field trip money may not be refundable. Financial assistance is available to families. Please contact the Guidance Office or Principal to request assistance.

**GUIDANCE**

The Guidance Department at High Rock School will be working closely with all the 6<sup>th</sup> grade students during the transition to High Rock School. They will provide classroom, small group and individual opportunities for discussion about concerns, celebrations and topics of interest to our grade 6 students.

Students may request a meeting with the Guidance Counselor at any time and parents/guardians are always encouraged to make an appointment to discuss their child's overall school performance or specific concerns that may arise.

**SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents/guardians and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or

believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

### **HIGH ROCK AFTER SCHOOL CLUBS**

There are a number of after school clubs offered to High Rock students free of charge. Clubs meet on a regular basis. These clubs are open to all students. All programs are under the direction and supervision of faculty advisors. Calendars for these days are determined and posted on our Website at the start of the school year.

- Student Leadership Team - The members of the SLT plan activities to enrich school life. This leadership program is open to all students throughout the school year.
- Yearbook Committee - The members of the Yearbook Committee help design and develop the yearbook. The team consists of photographers, editors and designers.
- Math Team - The Math Team works on problem solving, math skills and the opportunity to compete with other middle schools in two national competitions (Math Olympiad & Continental Math League).
- Common Ground - Common Ground is an affinity group program that is designed to support all students around issues of race, diversity and cultural proficiency.
- Environmental Club - The Environmental Club is a group of student leaders committed to environmental concerns, helping our school to become more green and student responsibility and leadership. The club brainstorms/implements ideas that promote stewardship in our school community, while learning about/discussing the current environmental news of our planet.
- Links - LINKS stands for Leadership and Inclusion NetworkK for Students. Your "Link" is also what we call the person/people you get matched up with. Student's who have good leadership skills, want to learn to improve their leadership skills, want to make new friends, develop their sense of community at High Rock, have strong interpersonal skills or looking to enhance interpersonal skills may join. This is a full school year commitment. Participants will be expected to attend as many monthly meetings as possible and participate in the community outings.

### **NCE MIDDLE SCHOOL PROGRAM**

A fee-based after-school enrichment program called NCE Middle School Program is available to all students. The goal of the program is to engage 6th graders in fun and enriching activities, introduce them to new skills, and help students and teachers make connections outside the classroom setting. The after-school activities are generally scheduled for one afternoon per week for approximately 10 weeks. There is a fall and a spring session. A late bus is available for the two 10-week sessions. For more information on NCE Middle School Program go to the Needham Public Schools Website and click on Beyond the Day [www.needham.k12.ma.us](http://www.needham.k12.ma.us) or call Community Education at (781) 455-0400, ext. 223.

In addition, a few combined 6th-8th grade activities are planned. These include Cross-Country (running) team, as well as Treble Choir, Jazz Band, Wind Ensemble and Town Orchestra. Sixth grade students participating in after-school activities at Pollard may ride the shuttle bus from High Rock to Pollard.

### **SCHOOL COUNCIL**

The School Council is a representative, school building-based committee comprising the principal, parents, teachers and community members. Each school in Massachusetts is mandated by state law to have a School Council. School Councils assist principals by reviewing the school budget and



developing the School Improvement Plan. Requests for parent members will occur at the start of every school year. Parents may contact the principal directly to share their interest.

### **HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (PTC)**

Although High Rock will be an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grades) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single High Rock-Pollard Parent Teacher Council (PTC) for both schools.

The PTC actively supports the middle school community with volunteers, fund-raising and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities, and to provide grants to teachers and staff.

In addition to the usual PTC activities, High Rock offers a unique opportunity for parents/guardians from all five elementary schools to get to know each other and create a strong network that will support their children's safety, social/emotional development and involvement in enrichment activities through their high school years.

### **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the schools. Visit the SEPAC Website at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## **STUDENT BEHAVIOR & EXPECTATIONS**

### **HONOR CODE**

Honesty is one of the most precious qualities that a person can possess. It is the goal of High Rock School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent/guardian notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

### **STUDENT EXPECTATIONS**

Students are expected to conduct themselves in a polite and courteous manner which respects the rights and privileges of all members of the school community. Members of the school community include: students, faculty, substitutes, visitors, guests, and all school employees. The following rules reflect this expectation:

1. Students are expected to dress in a manner appropriate for school. (Refer to FAQ #9).
2. Arrive at all classes and appointments on time and be fully prepared for your work assignments with writing implements, books, notebooks, and necessary study materials.
3. Enter each classroom quietly and cooperate with courtesy and respect in a manner outlined by the teacher.

4. Be responsible for and cover all school-owned books. Report lost or missing books to the office immediately.
5. Obtain permission before using school and classroom equipment or classmates' materials.
6. Radios, disc players, iPods or any personal electronic devices are not appropriate in school and should be kept in a locker during the school day. Those that are visible will be confiscated.
7. Cell phones and beepers may not be used in school. All cell phones and electronic devices must be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If students are seen with a cell phone it will be confiscated and will need to be picked up by a parent/guardian after the school day. **At no time** should students have a cell phone on their person.
8. Gum chewing is not permitted at any time.
9. All trash must be deposited in the garbage bins or in the paper recycling bins. Students should pick up trash in the hallway even if they do not drop the items in order to help maintain a clean and safe environment.
10. All medications brought to school must be left before school begins with the nurse, or in her absence the Main Office secretary.
11. Students are prohibited from selling any items during school without approval of the Principal.
12. Snowball throwing is not allowed on school property.
13. Riding of bicycles, skateboards or rollerblading is not allowed in the bus loading area, in the driveway, or on school grounds at any time.
14. Students may not carry backpacks, oversized bags, knapsacks and gym bags during the school day.

**Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to, assemblies, field trips, intramurals, or end-of-year activities.**

## **NEEDHAM MIDDLE SCHOOLS CODE OF CONDUCT**

### **GUIDING PRINCIPLES AT THE MIDDLE LEVEL**

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management and social, interpersonal and decision-making skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

## **STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR**

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed).
2. Behave responsibly.
3. Cooperate with teachers and peer groups.

The process for communicating with parents/guardians regarding problems with behavior will be initiated early on. Teachers are expected to contact parents/guardians for a conference, following the emergence of a behavior difficulty. Our school believes that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents/guardians should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents/guardians regarding a challenging behavior. The following list are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - at the first sign of an emerging behavioral pattern or difficulty.
2. Teacher creates a behavior plan and/or contracts with the student for improvement.
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher.
4. Teacher applies to the Teacher Assistance Team for review of the student's progress and the development of a behavior intervention.

## **BULLYING DEFINITIONS & RESPONSES**

Bullying, cyber-bullying and retaliation will not be tolerated in our school, on buses or anywhere on school grounds.

Bullying is:

1. Aggressive, cruel or threatening behavior that is intentional and carried out repeatedly and over time. Bullying is more than conflict.
2. Characterized by an imbalance of power (size, age, social status, ability, popularity). The power may be physical, psychological and/or emotional.

Preventing and reducing bullying will be addressed in the following ways:

- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do.
- by training staff in identification of bullying, prevention and intervention techniques for bullying.
- by providing time in classrooms/advisory for teachers to focus on bullying prevention so that they can provide tools for students.
- by establishing and enforcing school rules and policies related to bullying.

## **POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR**

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures.
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap or sexual orientation.
3. Bullying, cyberbullying or other intimidation of another student, regardless of the basis of such conduct.
4. Behavior which endangers persons or property or disrupts the educational process or school activity.
5. Fighting or any assault or act of violence committed against another student or school personnel.

The Needham Public Schools will suspend or expel a student for the following behavior:

1. Possession, use or threatened use of a weapon\* or object
2. Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs) or alcoholic beverages on school grounds.
3. Assault on teachers, administrative staff or other educational personnel.
4. Commission of an act that results in serious bodily injury.

\*This includes not only knives, guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault a person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Needham Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns [including a starter gun], bombs, grenades, rockets, missiles, mines and similar devices).

## **DUE PROCESS: Procedures that Apply to Student Discipline**

### **A. Student Rights Regarding Short-Term Suspensions (10 days or less)**

The Principal and Assistant Principals have the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent/guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may

contact the school for additional information regarding the suspension prior to a readmission conference.

3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. The student's right to make up schoolwork missed

4. The parent/guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

#### **B. LONG-TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L. c.71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel. See **Handbook Section** "Selected Policies and Laws Related to Specific Conduct"). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate.

When considering expulsion or long-term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71 §37H.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony, with appeal to the Superintendent, using the standards and procedures set forth in M.G.L. c.71, §37H1/2.

#### **C. EXPULSION BY THE SCHOOL COMMITTEE**

Upon recommendation of the Principal and/or Superintendent, the School Committee will hold a hearing to consider the expulsion (permanent exclusion) of a student based upon misconduct other than that set forth in M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2). In doing so, the School Committee will follow procedures similar to those followed by the Principal as set forth above as well as any procedures required by the Massachusetts Open Meeting Law.

## **INTERVIEWS & SEARCHES**

It is the policy of the Needham School Committee that school administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

## **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et. seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short-term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter-term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents/guardians, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents/guardians, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student

will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at (781) 455-0400, ext. 213.

#### **DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent/guardian refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES & LAWS RELATING TO SPECIFIC CONDUCT**

### **POLICY ADDRESSING BULLYING**

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, school personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

#### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her personal property;
- a hostile environment at school for the targeted student;
- infringement of the rights of the targeted student at school; or
- material and substantial disruption of the educational process or the orderly operation of the school.



Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action that he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors, false accusations and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages or text messages; creating Web content (including but not limited to social networking sites) that makes fun of, humiliates, or intimidates others; and posting or sending embarrassing or inappropriate pictures of others. It may also include creating a Website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his/her schoolwork and other school activities.

**Retaliation** involves a student "getting back at" another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

**B. Acts of Bullying (including cyberbullying) and retaliation are prohibited.**

The Needham Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

**C. How to Report Bullying**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to their grade-level assistant principal, a teacher, guidance counselor, or other school staff member.

All school personnel are mandated to report any incidents of bullying that they witness. In addition, parents/guardians are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

#### D. Addressing Concerns Regarding Bullying

The grade-level assistant principal or the principal will be responsible for taking immediate steps to investigate and address reports of bullying and retaliation. Students who engage in bullying will be disciplined, subject to any procedural requirements. In making disciplinary decisions, the principal or designee, will consider both the need for accountability and the importance of teaching appropriate behavior. Students who engage in bullying will be disciplined. High Rock School uses a progressive disciplinary model. As such, consequences on findings of bullying will be based on the severity and repeated nature of the incident. Some examples of consequences are:

- verbal warning;
- written warning;
- mandated counseling;
- removal of privileges;
- social or co-curricular suspension;
- detention;
- suspension; and
- expulsion

In addition to taking disciplinary action, the principal/designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

#### E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action and insuring appropriate educational opportunities are made available to the aggressor:

- Notify the parent/guardian of the aggressor.
- Inform parents/guardians of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

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

The above language is intended to be consistent with the Needham Public School's Policy Addressing Bullying. A copy of the complete policy is available at [http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)

#### **CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. 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 limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph a or b shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph a or b.
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (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. When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student.

If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

#### **FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H)**

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

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his/her 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 parents/guardians 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 his/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including

recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her 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/her 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 parents/guardians within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) 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.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **TELECOMMUNICATIONS POLICY**

### **INTERNET & WAN ACCESS**

The Needham Public Schools has contracted with an Internet Service Provider (ISP) for full Internet access to all computers on the I-Loop. The Internet is accessed from various locations in the school system such as media centers, computer labs, classrooms, and offices. Staff will have local and Internet e-mail accounts using Needham Connects, a First Class® communications system. Students will be given access to selected educational resources on the Needham Public Schools wide area network (WAN) and access to only the World Wide Web (WWW) on the Internet. The Internet provides a rich selection of resources for students and staff. Internet access links students to people all over the world and with experts in almost every content area. Through the NPS Web site (<http://www.needham.k12.ma.us>), students share work, which they have created with other users of the World Wide Web.

### **NETWORK USER RESPONSIBILITIES**

Students may have access to the Internet via the World Wide Web (WWW) and Needham Public Schools wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent/guardian must read the Acceptable Use Policy and complete the Contract for Individual Access to the World Wide Web. Students must follow all rules

contained within this policy at all times when using the WAN or the WWW. Students must also follow the directions of faculty and staff members supervising any area where networked resources can be accessed.

## **SECURITY & SAFETY**

- Students will demonstrate personal responsibility by never agreeing to get together with someone they meet online without first checking with parents/guardians or teachers.
- Students will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Students will demonstrate legal responsibility by not transmitting any material in violation of United States or Massachusetts regulations. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet of the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted. Users may not conduct commercial activities for-profit, advertise products, or conduct political lobbying on the network.
- Students may access home telecommunications accounts from school. However, students need to exercise all responsibilities within this policy as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

## **PROPERTY**

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

## **INTERNET OR E-MAIL ETIQUETTE**

Students may come across Web sites, which ask for comments or a reply. Certain behaviors have gained acceptance on the network, some because they save misunderstanding and maintain privacy, and others because they help users avoid wasting time or help conserve system resources. Since many students have e-mail accounts at home, this set of guidelines will be helpful for home use also. As students join the online community, they should practice these appreciated behaviors:

- Include your name and school at the bottom of e-mail messages, but never give your home address or phone number.

- Don't post addresses or phone numbers of students or colleagues; use school addresses and phone numbers.
- Be careful when you use sarcasm and humor; without face-to-face communications, your joke may be misinterpreted or viewed as criticism.
- Don't be vulgar, offensive, or swear.
- Don't publicly criticize or anger others.
- When quoting in a message, attribute the quotation to its author or source.
- Use all capitals only to highlight a word; if you use them for an entire message, people think you are shouting.

## **BEHAVIORS & CONSEQUENCES**

- Any violation of the network responsibilities will result in a cancellation of network privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may deny access at any time as required. The administration, faculty, and staff of NPS may request the system administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems, and/or applications, and/or documents will be considered vandalism, destruction, and defacement of school property. Students involved in these activities will be subject to suspension and immediate police involvement.
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the NSFNET (National Science Foundation NET) Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

The NPS makes no warranties of any kind, whether expressed or implied, for the services they are providing. NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via NPS is at your own risk. NPS specifically denies any responsibility for the accuracy or quality of information obtained through these services.

## **LEGAL NOTICES**

### **NOTICE OF NON-DISCRIMINATION**

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

The following persons have been designated the Non-Discrimination/Harrassment Coordinators for the Disgtrict. They are trained to handle inquiries regarding the school district's non-discriminatory policy:

**For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
TTY: (781) 455-0424  
Fax: (781) 455-0417

**For Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
TTY: (781) 455-0424  
Fax: (781) 455-0408

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

**POLICY PROHIBITING HARASSMENT**

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability. Consistent with our Policy Addressing Bullying, Needham Public Schools specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.

**A. Definitions**

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

**Sexual Harassment.** Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

**B. Harassment & Retaliation Prohibited:**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

**C. Reporting & Investigating Incidents of Harassment:**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For faculty and staff, notify the Director of Personnel Resources, Tom Campbell at (781) 455-0400 x208. For parents/guardians or students, contact the Director of Guidance, Tom Denton at (781) 455-0800 x2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at (781) 455-0400 x203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

**D. State & Federal Agencies:**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone (617) 289-0111) (TTY: 1 (877) 521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public Schools final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone (781) 338-3000) (TTY 1 (800) 439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone (617) 994-6000) (TTY (617) 994-6196).

**STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.



(a) The **right to access** the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten (10) days of a request. However, Massachusetts General Laws c.71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent/guardian or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the

student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

#### **DISTRICT MEETINGS, PROGRAMS & ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity, which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Development for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

#### **HOMELESS CHILDREN & YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the

documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district's Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781) 455-0400 x213.**

## **RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent/guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student's parents/guardians. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at (781) 455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>

## NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read

the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### SECURITY AND SAFETY:

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.
- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

### PROPERTY:

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.

- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.

- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

### COURTESY OR E-MAIL NETIQUETTE:

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

### BEHAVIORS AND CONSEQUENCES:

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

## HIGH ROCK SCHOOL

77 FERNDALE ROAD  
NEEDHAM, MA 02492

Dear Students & Families,

I want to extend a special welcome to each and every one of you. The year ahead will be filled with new experiences, opportunities, challenges, and growth. Everyone at High Rock is excited about working with you as you begin your journey through the middle school experience in Needham.

This journey will focus on three key values while you are at High Rock: *learning*, *self-discovery* and *caring for others*. Throughout the year your teachers, coursework, activities and experiences will provide you moments when you will examine, challenge and develop yourself in these three realms.

This handbook is a guide for you to understand the expectations and routines of the High Rock School. It is designed to help you have an enjoyable and successful school year. If you ever have questions about anything, the staff is here to help you. Please note that a full version of the handbook is available online on our High Rock Website.

Thank you for taking the time to review this handbook with your family. We are all looking forward to an exciting and rewarding year. We are so happy that you are here with us.

Best wishes for a successful school year.

Sincerely,

*Jessica R. Downey*

Jessica R. Downey  
Principal

# High Rock School Calendar - 2013-2014

September (19 days)							September
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	3 First Day of School
8	9	10	11	12	13	14	5 No School/Rosh Hashanah
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

October (22 days)							October
S	M	T	W	TH	F	S	
		1	2	3	4	5	1 Early Release Day @ 11:20 a.m.
6	7	8	9	10	11	12	11 Midterm I (28)
13	14	15	16	17	18	19	14 School Closed/Columbus Day
20	21	22	23	24	25	26	24 Early Release Day @ 11:20 a.m.
27	28	29	30	31			

November (18 days)							November
S	M	T	W	TH	F	S	
					1	2	7 Delayed Opening @ 9:25 a.m.
3	4	5	6	7	8	9	11 School Closed-Veterans Day
10	11	12	13	14	15	16	27 Early Release Day @ 11:20 a.m.
17	18	19	20	21	22	23	27 Term I Ends (59)
24	25	26	27	28	29	30	28-29 School Closed-Thanksgiving

December (15 days)							December
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	2 Term II Begins
8	9	10	11	12	13	14	10 Early Release Day @ 11:20 a.m.
15	16	17	18	19	20	21	23-31 No School-Winter Vacation
22	23	24	25	26	27	28	
29	30	31					

January (21 days)							January
S	M	T	W	TH	F	S	
			1	2	3	4	1 School Closed-New Year's Day
5	6	7	8	9	10	11	17 Early Release Day @ 11:20 a.m.
12	13	14	15	16	17	18	17 Midterm II (27)
19	20	21	22	23	24	25	20 School Closed-MLK Day
26	27	28	29	30	31		29 Delayed Opening @ 9:25 a.m.



No School – School Closed



Early Release Day



Delayed Opening – 2 hours

February (15 days)							February
S	M	T	W	TH	F	S	
						1	11 Early Release Day @ 11:20 a.m.
2	3	4	5	6	7	8	17 School Closed-Presidents' Day
9	10	11	12	13	14	15	18-21 No School-February Vacation
16	17	18	19	20	21	22	
23	24	25	26	27	28		

March (21 days)							March
S	M	T	W	TH	F	S	
						1	
2	3	4	5	6	7	8	6 Early Release Day @ 11:20 a.m.
9	10	11	12	13	14	15	14 Term II Ends (34)(61)
16	17	18	19	20	21	22	17 Term III Begins
23	24	25	26	27	28	29	26 Early Release Day @ 11:20 a.m.
30	31						

April (16 days)							April
S	M	T	W	TH	F	S	
		1	2	3	4	5	8 Delayed Opening @ 9:25 a.m.
6	7	8	9	10	11	12	18 No School-Good Friday
13	14	15	16	17	18	19	21 School Closed-Patriots' Day
20	21	22	23	24	25	26	22-25 No School-April Vacation
27	28	29	30				

May (21 days)							May
S	M	T	W	TH	F	S	
				1	2	3	2 Midterm III (29)
4	5	6	7	8	9	10	14 Early Release Day @ 11:20 a.m.
11	12	13	14	15	16	17	26 School Closed-Memorial Day
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

June (12 days)							June
S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	3 Early Release Day @ 11:20 a.m.
8	9	10	11	12	13	14	17 Term III Ends (31)(60)
15	16	17	18	19	20	21	*17 180 <sup>th</sup> Instructional Day
22	23	24	25	26	27	28	** 24 Includes 5 Snow Days
29	30						



No School – School Closed



Delayed Opening - 2 hours



Early Release Day

\*17 – Last Day of School w/o snow days  
\*\* 24 – Last Day of School w/5 snow days

# HIGH ROCK FAQ

## (Frequently Asked Questions)

### 1. What time should I be at High Rock? When does the school open?

High Rock will open to students at 7:25 a.m. The school day starts at 7:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time. If you have arranged to see a teacher before 7:25 a.m. you can show your "pass" to the staff person on duty to gain entry to High Rock.

### 2. What if I am absent from school?

If you are absent, due to illness or any other circumstance, your parent/guardian **must** telephone the Absence Line at (781) 455-0455 between 7:30-8:30 a.m. to report your absence. By getting the phone call, High Rock teachers and staff will know that you are safe at home.

### 3. What if I am late to school?

If you are not in advisory by 7:40 a.m. you are considered tardy. You must report to the Main Office for an admit slip to give to your teacher. **Five (5) unexcused tardies during a trimester will make you ineligible for Honor Roll.** Excessive tardiness can result in disciplinary action by the Main Office.

### 4. What if I am late to class?

If you anticipate being late for a class, be sure to get a hall pass from the teacher or staff member with whom you are detained. Present this pass to your teacher to get admitted to your next class.

### 5. What time does dismissal take place on an Early Release Day?

An Early Release Day dismissal is at 11:20 a.m. All students are expected to leave the building at this time as there is no adult supervision available.

### 6. What time does school start on a Delayed Opening Day?

The doors will open at 9:25 a.m. for students on a Delayed Opening Day at High Rock. The school day starts at 9:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time.

### 7. What if my parents/guardians need to contact me?

If your parents/guardians need to contact you they should call the Main Office and the message will be given to you. **Students cell phones are to be turned off and stored in lockers during the school day.** Any message from a parent/guardian needs to go through the Main Office.



## 8. What if I need to contact my parent/guardian?

If you need to contact your parent/guardian you may ask the teacher or the Main Office for permission to use the phone. On the rare occasion that you forget something at home, it can be dropped off at the Main Office. Make sure the item is clearly marked with your name and cluster number. It is your responsibility to retrieve this item from the Main Office. Students are not to use their cell phones during the school day.

## 9. Is there a dress code and if so, what can I wear to school?

You and your parents/guardians are responsible for determining appropriate school clothing. High Rock School has a dress code:

- Inappropriate graphics and slogans are not allowed in school.
- Articles of clothing that display drugs, alcohol, tobacco or illegal activity are not permitted.
- Beach clothes, pajama bottoms, ripped or torn clothing or "leggings" (without skirt or dress) are not permitted.
- No clothes that show the wearer's midriff (stomach area) or that allow undergarments to show are allowed.
- Skirts and shorts must be as long as your fingertips when your arms are extended down your side.
- No hats or other headwear is allowed. Hoods on sweatshirts may not be placed on heads. Students may wear headwear for medical or religious reasons, as approved by the Principal.

A Teacher or the Principal may speak to any student whose clothing does not appear to meet the dress code. That student may be asked to change clothes or put on a jacket or other cover-up. If no clothes are available to solve the dress code violation, a parent/guardian may be called and that student may not be able to return to class until the requested change of clothing is made.

## 10. Can I bring my cell phone or other electronic devices to school?

**First, students are not allowed to use cell phones during the school day.** Students are not allowed to use other electronics during the school day. All cell phones and electronic devices are to be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If you are seen with a cell phone or an electronic device, it will be confiscated and will need to be picked up by a parent/guardian, after the school day. With the permission of teachers and staff at High Rock you are allowed to use the classroom or Main Office telephone. You are not allowed to use these phones without permission.

## 11. Tell me about lockers and the rules about them.

Everyone is assigned a locker and you need to provide a combination lock that you bring from home. You will have your locker all year long. Your Advisory Teacher will keep your combination in a safe place in case you forget it. Here are the rules about lockers:

- Lockers are the property of High Rock School so you should not consider them "personal property."
- The Principal or another administrator may open your locker at any time for inspection. Don't expect your locker to be private.
- Use your locker for books and school related items. High Rock cannot guarantee the safety of money or valuable items in your locker.
- You must keep your locker neat and clean.

- You may not attach anything to the outside of your locker, including posters, messages, birthday wishes, photos, etc.
- Your combination lock should stay on your locker. Under no circumstances are locks to be removed unless a faculty member or administrator requests you to do so.
- If your lock breaks and you need to replace it, be sure to tell your Advisory Teacher the new combination.
- If your lock combination is not on file and access to your locker is deemed necessary, the school administration reserves the right to cut your lock off of the door of the locker.

## 12. How am I expected to behave in the hallways?

For safety, there are several rules for hallway behavior:

- Keep to the right of hallways and stairs.
- No running in the building at any time.
- No shoving, pushing or playing of any kind in the hallways.
- No yelling, shouting or abusive language in the school building.
- No banging, slamming or kicking of locker doors.

## 13. What do I do when the fire alarm sounds?

Pay close attention to the teacher for special directions. The following are the procedures for an evacuation from the building:

1. File out of the room by row quickly and quietly.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet away from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building alone by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

## 14. What is a lockdown and what do I do if we need to do a lockdown?

A lockdown is a procedure that insures that all students and staff at High Rock will remain safe during an emergency. Some reasons for lockdowns are weather emergencies, chemical accidents or potential threats of violence that could make going outdoors dangerous. You will be a part of practice drills throughout the year, some of which will be announced while others will be surprise drills. If the school goes into lockdown, every effort will be made to communicate with your parents/guardians via the Listserv, reverse 911 and/or through the Needham Public Schools Website.

## 15. How can I be successful with homework?

Homework is important. It helps you practice, learn and achieve more. In general, you can expect to complete some homework each night (ranging from 1-2 hours). Sometimes you will be expected to work on long-term assignments at home. It will be really important for you to plan how you will use your time at home to work towards finishing the project. There is nothing harder than letting homework go until you have to spend **ALL** of your time finishing it by the deadline. Take it from the Handbook Authors: **PLAN AHEAD!**

Students are expected to write down their homework assignments each day. In addition, information regarding homework assignments is often available to High Rock students on the school's Website. That address is: <http://highrock.needham.k12.ma.us/main/>

16. What are my responsibilities for completing homework? How can my parents/guardians help me complete my homework?

#### STUDENT ROLE IN HOMEWORK COMPLETION

- Write assignments in your agenda book each day in class.
- Plan and prioritize your time for short and long term assignments.
- Develop a routine for homework with a time and place that helps you do your best.
- Ask the teacher clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Talk with your teacher or parent/guardian when you need special or extra help.
- Most teachers have a homework Website to look at as a back up to your agenda book.
- Stay after school if you need to get extra help.

#### PARENT/GUARDIAN ROLE IN HOMEWORK COMPLETION

- Establish clear expectations about homework.
- Ensure there is a regular time, place and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.
- Communicate any questions or concerns about homework with your child's teachers.
- Use PowerSchool to monitor your child's progress and grades.

**Teachers are available Tuesday, Wednesday and Thursday, from 2-2:30 p.m. to help you with your homework and/or your long-term assignments.**

17. Is there an after school reading requirement?

Yes, students are required to read at least 120 minutes each week at home.

Research has consistently shown that sustained, self-selected reading leads directly to gains in vocabulary and reading achievement. High Rock School recognizes the importance of independent reading to student growth and development in literacy. As such, we expect each student to read a book of their choosing for at **least 120 minutes each week** as part of their weekly homework. Reading time should be logged using whatever method the cluster decides is best, and students should expect that reading logs will be assessed periodically to help develop and sustain long-term reading goals.

Each student at High Rock will have 20-30 minutes, every other day for independent reading at school. This time may count toward the 120 minutes required. Students are expected to come to IR prepared with a book and to use the IR time for reading. Cluster teachers will meet with students periodically during IR to help guide and set goals for each child's independent reading.

Over the course of the year, each student at High Rock School will have spent at least 70 hours reading self-selected books.

18. How often do we get Progress Reports?

At High Rock there are three trimesters. You will get a Progress Report at the end of each trimester. Your grades will be stored on-line in PowerSchool. Mid-term reports (in the middle of each trimester) are provided in PowerSchool so that you and your parents/guardians can see how you are progressing throughout the school year.

## 19. Can you tell me more about PowerSchool?

PowerSchool is an electronic information system that keeps track of each High Rock student's grades, attendance and other important information. PowerSchool is on-line and provides safe and secure access using password protection. You and your parents/guardians can only see your grades in PowerSchool. You and your parents/guardians will have separately assigned passwords for PowerSchool login. Teachers ensure that grades are up to date at the mid-term of each trimester.

## 20. If I lose something, where do I look for it?

There are three Lost and Found containers located in the building, the Main Office, cafeteria and gym area. You can claim lost items in the morning between 7:30-7:40 a.m., or in the afternoon between 2-2:30 p.m.

# HIGH ROCK DAILY SCHEDULE

1. The High Rock day is a **7 period day**.
2. You start each day with your **Advisory Teacher**.
3. High Rock students alternate **ODD DAYS and EVEN DAYS**.
4. Calendars will be distributed to students on a monthly basis that outlines the Odd/Even rotation.

Typical Day: Students in each grade will receive instruction in the four (4) core subjects every day, which include English Language Arts, Math, Science and Social Studies. The specific times of these classes vary by cluster. The average class time is 45 minutes with lunch being 25 minutes.

Typical Day	
Advisory - 7:40-7:55	
English	
Math	
Science	
Social Studies	
Enrichment Block 1	
Enrichment Block 2	
Flex/Silent Reading	

**Exact Times of Cluster Enrichments & Lunch**

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Lunch Period	11:32-11:57	11:07-11:32	12:25-12:50	11:58-12:23	10:42-11:07
Enrichment 1	8:46-9:31	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11
Enrichment 2	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11	1:14-2

## **SCHOOL/HOME COMMUNICATION**

The communication between the school and home is vital in supporting the overall mission of the High Rock School community.

### **POWERSCHOOL**

PowerSchool is an electronic information system, which tracks student data, attendance and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the Main Office.

### **SCHOOL CALENDAR**

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each cluster (i.e. field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham

Public Schools Website at <http://needham.k12.ma.us> or through the link included on the High Rock School Website.

### **FROM THE PRINCIPAL**

The High Rock principal will communicate with parents/guardians electronically using the High Rock listserv (see below). These periodic updates will provide information regarding school activities, parent programs, special events and news from High Rock!

High Rock will have a listserv established for the parents/guardians in the school. This listserv is operated, maintained, and the property of the Needham Public Schools. The Main Office will coordinate all communication through this listserv.

Parents/guardians are responsible for signing up to become a member of the High Rock listserv. In addition, **please note that it is the parents/guardians responsibility to manage the accuracy of the email addresses on record.** The school holds no responsibility to update or change the email contact information contained within the list. The address where parents/guardians can sign-up to be a member of the High Rock listserv is:

**<http://lists.needham.mec.edu/mailman/listinfo/highrock>**

### **HIGH ROCK SCHOOL WEBSITE**

The High Rock School maintains a comprehensive school Website, which includes a range of information about each department, the Program of Studies and student services at High Rock. Current news, events and resources will also be included on the site. Please visit us at:

**<http://highrock.needham.k12.ma.us/main/>**

### **PARENT COMMUNICATION GUIDELINES FOR EMAIL**

**Timeliness:** You can expect a response or an acknowledgement that the email or phone call was received in two school days. This may seem long, but given the full plate of challenges teachers face, this is a manageable guideline.

Note: If you don't hear back from a teacher within the two-day timeframe, please try one more time (or use a different medium) before letting frustration set in. Unfortunately, email servers and voicemail do not always work consistently.

Factors to Consider: Personal preference, comfort with electronic media, and a number of other factors sometimes work against the helpfulness of guidelines, but we offer the following "rules of thumb" when using email to communicate with staff.

The probability that email will be an effective form of communication is high for the following types of communication:

- FYI's (no response needed). Example: "I will be out of town for the coming week. Alex will be staying with our neighbors, Mr. and Mrs. Friendly. Their phone number is ..."
- Short exchanges. Example: "My son has lost his textbook. How do I go about acquiring a new one?"

The probability that emails could contaminate communication is high when:

- Strong emotion is present. Anger and frustration are often misinterpreted and misunderstood with email.
- When emails move beyond two exchanges ... an exchange being a set of questions followed by a response.

Alternate options: These might be times when a telephone conference or a face-to-face meeting would improve the chances of resolving the matter.

## **SCHOLASTIC INFORMATION**

### **PARENT/TEACHER APPOINTMENTS**

There are no regularly scheduled parent/teacher conferences in 6<sup>th</sup> grade as there were at the elementary level. However, parents/guardians may request a meeting with teachers. Cluster meetings, which may include some/all of your student's major subject teachers, advisory teacher, special educator and guidance counselor, may be arranged by calling the High Rock office.

### **HONOR ROLL**

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

- |                           |  |
|---------------------------|--|
| <b><i>Honors</i></b>      | A grade of "B" or higher in all subjects, and an effort grade of 1 or 2. |
| <b><i>High Honors</i></b> | An "A-" or higher in all subjects, and an effort grade of 1 or 2.        |

Five (5) unexcused tardies during a trimester will make a student ineligible for Honor Roll.

### **PROMOTION TO GRADE 7**

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts, in order to be promoted to Grade 7.

Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be

promoted to the next grade level. The Principal must approve a student's summer school program in order for the credit to be accepted by High Rock School.

### **PRIVATE SCHOOL RECOMMENDATION PROCEDURE**

While we hope you are all enjoying your experiences with Needham Public Schools, we also know that some families will choose to apply to private schools as an alternative educational option. Part of the application process, includes a request for a transcript and recommendations to be completed and sent by appropriate High Rock staff (usually the English and Math teachers, as well as the Guidance Counselor).

In order to accommodate all requests in a timely manner, we have outlined the following procedures to assist in this process:

1. All recommendation forms and transcript requests must be submitted to the Main Office a minimum of one month prior to the application deadline.
2. Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
3. All teacher recommendation forms (usually Math and English) must be accompanied with a stamped, addressed #10 business envelope for each school to which recommendations are to be mailed. In addition, a 9x12 envelope for each school with three first-class stamps affixed must be supplied to the guidance counselor to accommodate required transcript documents and recommendations.
4. All recommendations will be mailed directly to the school and not given to parents/guardians or students.

### **STUDENT RECORDS**

Parents/guardians, or students over 14 years of age have the right to review student records. Student records are not open to anyone but authorized school personnel without the written permission of the eligible student or his/her parent/guardian.

A complete set of regulations governing student records is available in the office of the Director of Student Development and Program Evaluation in the Administration Building.

### **TEACHER ASSISTANCE TEAM**

High Rock School has a Teacher Assistance Team (TAT). This is a faculty group who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of the High Rock students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied.
- Accommodations that may help a student better learn.
- Behavioral interventions that may be adapted to improve behavior.
- What other regular education supports may be needed to enhance learning.

### **TEXTBOOKS**

Students are responsible for all books issued to them. A book borrowed from the Media Center and not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the Lost and

Found and make an exhaustive search before new books are issued. All thefts should be reported directly to the Main Office.

## **ATTENDANCE & ABSENCE PROCEDURES**

### **SCHOOL ATTENDANCE**

School attendance is very important for a student's success in school. Children who do not attend regularly have difficulty keeping up and also miss out on being part of the social fabric of the school. There may be times when your child is ill. If your child is too ill to attend school, you should contact the school first thing in the morning and keep the school informed if the absence continues. If your child is having difficulty attending school for any reason, please contact the school so that we can see if there is any way we can be of assistance to you.

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent/guardian or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school or fourteen partial days in a six-month period without documentation of a medical illness may be asked to provide medical documentation for any future absences. Undocumented absences must be reported.

### **ABSENCES**

Please see FAQ #2 for absence procedure.

**Extensive absences due to illness will require documentation from a physician.**

- Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. In the case of a one or two day absence, students are expected to contact classmates for missed homework assignments. If an extensive absence occurs, requests for the Main Office to gather homework assignments can be honored on or after the **third day of absence**.
- If a student is absent five (5) days without medical documentation and after consultation with the school nurse, a letter will be sent to the parents/guardians informing them that daily attendance is a concern.
- After seven (7) days a notice will be sent to the parents/guardians informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.

A student absent from school will need to make a request to the Principal for permission to participate in school-sponsored activities (athletics, dances, concerts, etc.) on the day of the absence.

A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the Main Office secretary, and the student should make arrangements with each teacher for make-up work upon returning to school.



## **DISMISSALS**

We discourage students from being dismissed prior to the end of the school day. To request early dismissal for your child, please submit a written request to the Principal.

- Students who are to be dismissed from school must report to the Main Office between 7:30 and 7:40 a.m. for a dismissal permit presenting, at that time, a note from the parent/guardian requesting the dismissal.
- At the dismissal time, the student will report to the Main Office before leaving the school building and present the dismissal permit to the secretary.
- When students feel ill and wish to return home, they must first report to the nurse in the health office. Except in emergency situations, students should obtain a pass from their classroom teacher authorizing them to go to the school nurse. The nurse will contact the parent/guardian to arrange for transportation to the home.

## **VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS**

A student who is absent from school due to a family vacation taken during the school year misses important instruction in the classroom. Teachers are concerned that every day missed sets a student back and creates added pressure on the student to "catch up" upon their return. The school calendar is published far in advance of the school year (Spring of the previous year) to help parents/guardians plan family trips. Whenever possible, plan your family vacations to coincide with school vacations.

- Parents/guardians are urged to comply with the school calendar.
- Since assignments are based upon material that has been previously taught, work must be made up after a child returns.
- Assignments cannot be sent home in advance.
- Parental cooperation in this matter is greatly appreciated.
- **Vacations are always considered unauthorized absences from school.**

## **DAILY PROCEDURES & EXPECTATIONS**

### **ADVISORY**

Social and emotional learning at High Rock School is embedded throughout the curriculum, instruction and experiences provided to students. Advisory is a time during each day where specific skills and concepts are explicitly introduced, taught and practiced. Through a school-wide awareness and integration of advisory, these skills are reinforced and practiced during the day-to-day experiences in classroom and throughout the building.

### **Expectations for Advisory Experience**

Advisory is a place where ...

- Every student feels safe and connected to a small group of peers.
- Every student has a connection with their advisor and feels safe and comfortable with this adult in the building.
- Social Emotional skills and concepts are explicitly taught in order to be practiced and reinforced through the rest of the High Rock School experience.

## Overarching Advisory Themes

1. Be Yourself. Become a Community
2. Respect
3. Communicating Respect
4. Anti-bullying
5. Making Good Decisions
6. Citizenship in a Community
7. Reflections/Transitions

### CAFETERIA PROCEDURES

Lunch Period is generally the time of day when students see all the students in their Cluster. High Rock staff recognizes that our students, who do not have a recess period, have socialization needs that can be met during lunch period.

Procedures have been established so that students can have a fun yet organized lunch period.

#### I. Lunch line:

- A. Prior to arriving at lunch all books, binders, and personal items must be placed in student lockers or in the classroom they are going to next. These items must not be placed outside the cafeteria or gym.
- B. Form orderly lines single file, one by each door to the serving areas.
- C. Join the line at the back and stay in place. Do not cut in line.
- D. Be respectful and courteous to the cafeteria staff.
- E. Students are encouraged to deposit funds in their personal lunch account with a check to speed the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents/guardians.

#### II. Inside the cafeteria:

- A. Sit at assigned tables only.
- B. Assume responsibility for the table at which you are seated.
- C. Remain seated while inside the cafeteria.
- D. Leave seat only...
  1. To buy seconds, milk, and/or ice cream which must be taken back to the seat.
  2. To request permission of the supervisor to use the lavatory or telephone.
- E. Form a single line to buy food. **DO NOT CUT IN LINE.**
- F. Clear the table and surrounding floor area of trays and waste materials, and dispose of empty milk cartons, soda, and juice cans in the green recycling containers. A broom, dustpan, brush, and damp cloth are available at the kitchen end of the cafeteria to clean a table and/or floor area when necessary.
- G. Students are assigned table top clean up duty on a weekly basis. All students sit as a community and take part of the clean up procedure. Students with life threatening allergies are not required to participate in this routine.

#### III. Dismissal from tables:

- A. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- B. A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.
- C. Dispose of all food before leaving the cafeteria.

## **TRANSPORTATION OF STUDENTS**

**AUTOMOBILE DROP-OFF & PICK-UP:** In order to keep the High Rock campus safe and orderly, strict automobile drop-off and pick-up routines will be established. Between the hours of 7-8 a.m. and 1:30-2:30 p.m., Monday through Friday, the following will be in place:

- The Linden Street entrance will be one-way, entering at Linden Street and exiting at Sylvan Road with a left turn only.
- Students may enter/exit vehicles on the passenger side only.

**DROP OFF:** Autos will enter the Linden Street driveway and drop off along the driveway sidewalk. Cars must drop off students prior to the crosswalk. Cutting the line to drop off ahead of the crosswalk is not permitted. In addition, cars may not enter the lower parking lot enclosure (for staff parking only) to drop off students.

**PICK-UP:** The pick-up line will begin in the driveway at the "pick up begins here" sign. Parents are encouraged to queue up along the entire length of the Linden Street driveway.

**End of Day Dismissal:** At 2 p.m. school is officially dismissed. Those students who take the school bus home will board buses with a departure time of approximately 2:07 p.m. There is no staff supervision outside of the building following 2:10 p.m.

After 2 p.m. all students are expected to be in a supervised area with an adult. Teachers provide academic assistance for students from 2 until 2:30 p.m. on Tuesday, Wednesday and Thursday. Following 2:30 p.m. (2 p.m. on Friday) students are required to be with a faculty member. Any student not with a faculty member will be required to leave the school building.

## **BUS**

Students who live more than 2 miles from High Rock School and are eligible for free transportation, must fill out a transportation application (due May 15, 2013). They will receive a bus pass for transportation to and from High Rock. Students who live 2 miles or less may elect to purchase a bus pass (\$395 until May 15; \$445 thereafter).

Exact school bus routes with bus stops will be posted on the school Website and will be published in the Needham Times the last week in August. Students who have requested a bus pass will receive their bus pass the last week of August as well. For planning purposes please reference the 2013/14 school bus routes.

The upper circle off Ferndale Road will be used by buses only from 7-8 a.m. and 1:30-2:30 p.m. All automobile traffic during that time will be directed to the lower lot near the fields with one-way access off Linden Street.

## **WALKING & BIKING**

Students are encouraged to walk or bike to school as frequently as possible. It is great exercise, can be a fun social time with friends and family and helps students develop independence skills. In order to encourage 6<sup>th</sup> graders to walk to High Rock School, a number of crossing guards have been added at key locations. Please check the High Rock Website for up-to-date information about those crosswalks with guards.

## **SUSPENSION OF BUS PRIVILEGES**

A student's bus privileges may be suspended or revoked if a behavior violation occurs on a school bus or while waiting to board, boarding or exiting the school bus. Bus Conduct Rules have been distributed along with your student's Bus Pass. Student and parent/guardian should review

these rules. (A student may also be suspended or expelled from school for inappropriate conduct which occurs while riding, boarding, or exiting the school bus.)

Suspension of bus privileges shall be handled in the following manner:

- First: Child is spoken to by the Principal to stress the importance of following the Bus Conduct Rules for the safety of all riders.
- Second: May result in school consequences and/or loss of bus privileges.
- Third: May result in school consequences and/or loss of bus privileges.
- Fourth: May result in loss of bus privileges for the balance of the school year. The pass will be taken and turned into the Transportation Office. No refund will be given.

All bus conduct forms are mailed to parents/guardians by the Transportation Office.

## **STUDENT HANDBOOK & AGENDA**

Each year the High Rock School will print a student agenda and handbook. Enough copies will be printed for each student and sold to students during the first week of school for a small fee to cover the reproduction costs. It is expected that students will purchase a handbook/agenda and keep it with them at all times in order to help plan and manage their assignments. If a child loses their copy it is the expectation that a replacement copy will be purchased.

The cost of the agenda will be shared with all families in August as part of the back-to-school information sent home. If there is financial need, the first agenda may be given to the child without charge by making a request to the principal. Since our handbook is online, a printed copy of the parent-student handbook is available without charge, by making a request to the Main Office.

## **VISITORS**

All parents/visitors to the school are welcome at High Rock School. Parents/guardians and visitors are required to sign in at the Main Office before proceeding to any other areas of the school. Visitors will be issued a visitor badge to wear during their time in the school. An appointment should always be made before planning to meet with a teacher or an administrator. Students not enrolled at High Rock School are **not** allowed to visit during the school day.

## **CORI PROCESS FOR VOLUNTEERS**

All volunteers who may have direct and unmonitored contact with children will be required to participate in the Criminal Offender Record Information check prior to volunteering in the school. The school secretary will provide the form to a volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The Superintendent, or his designee, will review the CORI information to determine if the volunteer may have unmonitored contact with children.

## **HEALTH & SAFETY**

### **HEALTH INSURANCE COVERAGE**

Massachusetts offers free or low-cost health and dental insurance for school-age children. Every child in Massachusetts should have health insurance and access to a primary care provider. If you have any questions or need any information about health insurance coverage, please speak with your child's school nurse.

## **HEALTH INFORMATION REQUIREMENTS**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **HEALTH HISTORY**

The Health History Form provided important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

### **REQUIRED IMMUNIZATIONS**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

#### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

### **PHYSICAL EXAMINATION**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **TUBERCULOSIS (TB) TESTING**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

### **CONFIDENTIAL NURSE EMERGENCY CARD**

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

## MEDICATION POLICY

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medications, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services Website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and administer prescription inhalers.
  - students with life-threatening allergies may possess and administer epinephrine via an auto-injector.
  - students with cystic fibrosis may possess and administer prescription enzyme supplements.
  - students with diabetes may possess and administer a glucose monitoring test and insulin delivery system.
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent/guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

## CHILDREN WITH SPECIAL HEALTH CARE NEEDS

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent/guardian meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## CONCUSSIONS

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life altering or life threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician,

teachers, neurophysiologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

**The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents/guardians will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

### Symptoms to look for following a blow to the head:

Headache or "pressure" in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confused - can't recall events prior to hit or fall
Balance problems or dizziness	- can't recall events after hit or fall
Answers questions slowly	

<http://www.cdc.gov/ConcussionInYouthSports/>

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

### What to do if your son/daughter has had a concussion:

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

### YEARLY SCREENINGS

In compliance with Massachusetts laws and regulations, the Needham Public Schools, through health services, conducts health screenings upon school entry and at the following intervals:

Vision: annually in grades kindergarten - five, grade 7, and grade 9

Hearing: annually in grades kindergarten - third, grade 7, and grade 9

Heights, weights, and BMI calculation: grades 1, 4, 7, and 10

Postural screenings: annually grades 5 - 9



Parents/guardians will be notified if their child requires further evaluation based on the results of the vision, hearing, and postural screenings. All parents/guardians will be notified about the results of their child's BMI screening.

A parent/guardian may opt to exempt their child from being screened, by submitting a written request to the school nurse. Please contact your child's school nurse with any questions or concerns about health screenings.

### **EXEMPTION FROM PHYSICAL EDUCATION DUE TO MEDICAL CONDITIONS**

Students are required to take Physical Education (PE). If a student must miss PE class due to injury or illness, a written note from a healthcare provider must be submitted to the nurse prior to the PE class. The note should include the specific anticipated length of absence, any activity restrictions, and a specific date to return to PE. If the return date cannot be anticipated, then a second signed note from the healthcare provider will be required for re-entry into PE.

### **STUDENT HEALTH RECORDS**

Student health records, computerized and paper files, are maintained to ensure security and privacy. Student health records are part of a student's temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent/guardian. These records are accessible to the student's parents/guardians and authorized school personnel. State and Federal laws provide special confidentiality protections for certain health records.

### **LIFE-THREATENING FOOD ALLERGY**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.** A Policy for Life-Threatening Food Allergy was approved by the School Committee in December 2010. The implementation of the policy will aim to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety, as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-Threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned.
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non-curriculum related classroom-based celebrations and parties are food free.

- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol.
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six - twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA.
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

## **SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER**

Please listen to the radio and television stations listed below for "No School" and "Two-Hour Delayed Opening" announcements or check the Needham Public Schools Website: <http://www.needham.k12.ma.us/>

After reviewing anticipated road conditions, access to our schools, the projected weather forecast, and consultation with the Needham Police and the Department of Public Works, the Superintendent will decide between approximately 5 and 6 a.m. if conditions will be safe for the children to come to school. The following plans will be in effect for inclement weather:

### **NO SCHOOL ANNOUNCEMENT**

If the conditions are severe, school will be canceled. The "No School" announcement will be carried by radio stations WBZ 1030 AM and WRKO 680 AM and television channels WBZ Channel 4, WCVB Channel 5, WHDH Channel 7, WFXT FOX25, and the local cable channel. All classes and school activities will be canceled for the day, including scheduled adult evening classes, before and after school programs, and other school-based activities. Transportation of students to out-of-district schools will be canceled on Needham's "No School" days. Information regarding schools during inclement weather is also available on the Needham Public Schools' Website.

### **TWO-HOUR DELAYED OPENING**

If the Department of Public Works needs extra time to plow the roads or sand the streets to assure safety, the school day will be shortened. Under this alternative plan, the opening of school and all bus pickups will be delayed two hours. This includes special education transportation pick-ups for students in out-of-district schools. The "Two-Hour Delayed Opening" announcement will be carried by the same radio and television stations and will be specifically announced as such. Parents/guardians are reminded not to send their children to school early on "Two-Hour Delayed Opening" days since the school yards may not be plowed nor will staff be available to supervise early arrivals.

**ON "TWO-HOUR" DELAYED OPENING DAYS:**

- \* Schools will be dismissed at their regular times.
- \* Noon meal will be served at the regular times in all school cafeterias.

Please do not call the Police Department, the Fire Department, the Department of Public Works or the School Department to ask about "No School" or "Two-Hour Delayed Opening" announcements. Your call may interfere with the performance of their duties at a critical time during a storm.

**SCHOOL LIFE****MEDIA CENTER**

At the discretion of a teacher, up to five students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a Media Center pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by Media Center staff. Students wishing to use the Media Center after school must present an after school pass signed by a teacher. Students are expected to conduct themselves appropriately in the Media Center. NO FOOD, DRINKS or GUM are allowed in the Media Center. Complete information on Media Center policies, procedures and expectations are posted on the High Rock Website.

**FIELD TRIPS**

Attendance on a school-sponsored trip that is not a part of required class activities is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the Principal the student's pattern of behavior is deemed inappropriate or potentially disruptive to the planned trip. Please note that field trip money may not be refundable. Financial assistance is available to families. Please contact the Guidance Office or Principal to request assistance.

**GUIDANCE**

The Guidance Department at High Rock School will be working closely with all the 6<sup>th</sup> grade students during the transition to High Rock School. They will provide classroom, small group and individual opportunities for discussion about concerns, celebrations and topics of interest to our grade 6 students.

Students may request a meeting with the Guidance Counselor at any time and parents/guardians are always encouraged to make an appointment to discuss their child's overall school performance or specific concerns that may arise.

**SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents/guardians and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or

believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

### **HIGH ROCK AFTER SCHOOL CLUBS**

There are a number of after school clubs offered to High Rock students free of charge. Clubs meet on a regular basis. These clubs are open to all students. All programs are under the direction and supervision of faculty advisors. Calendars for these days are determined and posted on our Website at the start of the school year.

- Student Leadership Team - The members of the SLT plan activities to enrich school life. This leadership program is open to all students throughout the school year.
- Yearbook Committee - The members of the Yearbook Committee help design and develop the yearbook. The team consists of photographers, editors and designers.
- Math Team - The Math Team works on problem solving, math skills and the opportunity to compete with other middle schools in two national competitions (Math Olympiad & Continental Math League).
- Common Ground - Common Ground is an affinity group program that is designed to support all students around issues of race, diversity and cultural proficiency.
- Environmental Club - The Environmental Club is a group of student leaders committed to environmental concerns, helping our school to become more green and student responsibility and leadership. The club brainstorms/implements ideas that promote stewardship in our school community, while learning about/discussing the current environmental news of our planet.
- Links - LINKS stands for Leadership and Inclusion NetworkK for Students. Your "Link" is also what we call the person/people you get matched up with. Student's who have good leadership skills, want to learn to improve their leadership skills, want to make new friends, develop their sense of community at High Rock, have strong interpersonal skills or looking to enhance interpersonal skills may join. This is a full school year commitment. Participants will be expected to attend as many monthly meetings as possible and participate in the community outings.

### **NCE MIDDLE SCHOOL PROGRAM**

A fee-based after-school enrichment program called NCE Middle School Program is available to all students. The goal of the program is to engage 6th graders in fun and enriching activities, introduce them to new skills, and help students and teachers make connections outside the classroom setting. The after-school activities are generally scheduled for one afternoon per week for approximately 10 weeks. There is a fall and a spring session. A late bus is available for the two 10-week sessions. For more information on NCE Middle School Program go to the Needham Public Schools Website and click on Beyond the Day [www.needham.k12.ma.us](http://www.needham.k12.ma.us) or call Community Education at (781) 455-0400, ext. 223.

In addition, a few combined 6th-8th grade activities are planned. These include Cross-Country (running) team, as well as Treble Choir, Jazz Band, Wind Ensemble and Town Orchestra. Sixth grade students participating in after-school activities at Pollard may ride the shuttle bus from High Rock to Pollard.

### **SCHOOL COUNCIL**

The School Council is a representative, school building-based committee comprising the principal, parents, teachers and community members. Each school in Massachusetts is mandated by state law to have a School Council. School Councils assist principals by reviewing the school budget and

developing the School Improvement Plan. Requests for parent members will occur at the start of every school year. Parents may contact the principal directly to share their interest.

### **HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (PTC)**

Although High Rock will be an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grades) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single High Rock-Pollard Parent Teacher Council (PTC) for both schools.

The PTC actively supports the middle school community with volunteers, fund-raising and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities, and to provide grants to teachers and staff.

In addition to the usual PTC activities, High Rock offers a unique opportunity for parents/guardians from all five elementary schools to get to know each other and create a strong network that will support their children's safety, social/emotional development and involvement in enrichment activities through their high school years.

### **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the schools. Visit the SEPAC Website at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## **STUDENT BEHAVIOR & EXPECTATIONS**

### **HONOR CODE**

Honesty is one of the most precious qualities that a person can possess. It is the goal of High Rock School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent/guardian notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

### **STUDENT EXPECTATIONS**

Students are expected to conduct themselves in a polite and courteous manner which respects the rights and privileges of all members of the school community. Members of the school community include: students, faculty, substitutes, visitors, guests, and all school employees. The following rules reflect this expectation:

1. Students are expected to dress in a manner appropriate for school. (Refer to FAQ #9).
2. Arrive at all classes and appointments on time and be fully prepared for your work assignments with writing implements, books, notebooks, and necessary study materials.
3. Enter each classroom quietly and cooperate with courtesy and respect in a manner outlined by the teacher.

4. Be responsible for and cover all school-owned books. Report lost or missing books to the office immediately.
5. Obtain permission before using school and classroom equipment or classmates' materials.
6. Radios, disc players, iPods or any personal electronic devices are not appropriate in school and should be kept in a locker during the school day. Those that are visible will be confiscated.
7. Cell phones and beepers may not be used in school. All cell phones and electronic devices must be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If students are seen with a cell phone it will be confiscated and will need to be picked up by a parent/guardian after the school day. **At no time** should students have a cell phone on their person.
8. Gum chewing is not permitted at any time.
9. All trash must be deposited in the garbage bins or in the paper recycling bins. Students should pick up trash in the hallway even if they do not drop the items in order to help maintain a clean and safe environment.
10. All medications brought to school must be left before school begins with the nurse, or in her absence the Main Office secretary.
11. Students are prohibited from selling any items during school without approval of the Principal.
12. Snowball throwing is not allowed on school property.
13. Riding of bicycles, skateboards or rollerblading is not allowed in the bus loading area, in the driveway, or on school grounds at any time.
14. Students may not carry backpacks, oversized bags, knapsacks and gym bags during the school day.

**Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to, assemblies, field trips, intramurals, or end-of-year activities.**

## **NEEDHAM MIDDLE SCHOOLS CODE OF CONDUCT**

### **GUIDING PRINCIPLES AT THE MIDDLE LEVEL**

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management and social, interpersonal and decision-making skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

## **STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR**

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed).
2. Behave responsibly.
3. Cooperate with teachers and peer groups.

The process for communicating with parents/guardians regarding problems with behavior will be initiated early on. Teachers are expected to contact parents/guardians for a conference, following the emergence of a behavior difficulty. Our school believes that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents/guardians should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents/guardians regarding a challenging behavior. The following list are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - at the first sign of an emerging behavioral pattern or difficulty.
2. Teacher creates a behavior plan and/or contracts with the student for improvement.
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher.
4. Teacher applies to the Teacher Assistance Team for review of the student's progress and the development of a behavior intervention.

## **BULLYING DEFINITIONS & RESPONSES**

Bullying, cyber-bullying and retaliation will not be tolerated in our school, on buses or anywhere on school grounds.

Bullying is:

1. Aggressive, cruel or threatening behavior that is intentional and carried out repeatedly and over time. Bullying is more than conflict.
2. Characterized by an imbalance of power (size, age, social status, ability, popularity). The power may be physical, psychological and/or emotional.

Preventing and reducing bullying will be addressed in the following ways:

- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do.
- by training staff in identification of bullying, prevention and intervention techniques for bullying.
- by providing time in classrooms/advisory for teachers to focus on bullying prevention so that they can provide tools for students.
- by establishing and enforcing school rules and policies related to bullying.

## **POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR**

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures.
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap or sexual orientation.
3. Bullying, cyberbullying or other intimidation of another student, regardless of the basis of such conduct.
4. Behavior which endangers persons or property or disrupts the educational process or school activity.
5. Fighting or any assault or act of violence committed against another student or school personnel.

The Needham Public Schools will suspend or expel a student for the following behavior:

1. Possession, use or threatened use of a weapon\* or object
2. Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs) or alcoholic beverages on school grounds.
3. Assault on teachers, administrative staff or other educational personnel.
4. Commission of an act that results in serious bodily injury.

\*This includes not only knives, guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault a person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Needham Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns [including a starter gun], bombs, grenades, rockets, missiles, mines and similar devices).

## **DUE PROCESS: Procedures that Apply to Student Discipline**

### **A. Student Rights Regarding Short-Term Suspensions (10 days or less)**

The Principal and Assistant Principals have the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent/guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may



contact the school for additional information regarding the suspension prior to a readmission conference.

3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. The student's right to make up schoolwork missed

4. The parent/guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

#### **B. LONG-TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L. c.71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel. See **Handbook Section** "Selected Policies and Laws Related to Specific Conduct"). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate.

When considering expulsion or long-term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71 §37H.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony, with appeal to the Superintendent, using the standards and procedures set forth in M.G.L. c.71, §37H1/2.

#### **C. EXPULSION BY THE SCHOOL COMMITTEE**

Upon recommendation of the Principal and/or Superintendent, the School Committee will hold a hearing to consider the expulsion (permanent exclusion) of a student based upon misconduct other than that set forth in M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2). In doing so, the School Committee will follow procedures similar to those followed by the Principal as set forth above as well as any procedures required by the Massachusetts Open Meeting Law.

## **INTERVIEWS & SEARCHES**

It is the policy of the Needham School Committee that school administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

## **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et. seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short-term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter-term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents/guardians, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents/guardians, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student

will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at (781) 455-0400, ext. 213.

#### **DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent/guardian refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES & LAWS RELATING TO SPECIFIC CONDUCT**

### **POLICY ADDRESSING BULLYING**

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, school personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

#### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her personal property;
- a hostile environment at school for the targeted student;
- infringement of the rights of the targeted student at school; or
- material and substantial disruption of the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action that he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors, false accusations and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages or text messages; creating Web content (including but not limited to social networking sites) that makes fun of, humiliates, or intimidates others; and posting or sending embarrassing or inappropriate pictures of others. It may also include creating a Website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his/her schoolwork and other school activities.

**Retaliation** involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

**B. Acts of Bullying (including cyberbullying) and retaliation are prohibited.**

The Needham Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

**C. How to Report Bullying**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to their grade-level assistant principal, a teacher, guidance counselor, or other school staff member.

All school personnel are mandated to report any incidents of bullying that they witness. In addition, parents/guardians are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

#### D. Addressing Concerns Regarding Bullying

The grade-level assistant principal or the principal will be responsible for taking immediate steps to investigate and address reports of bullying and retaliation. Students who engage in bullying will be disciplined, subject to any procedural requirements. In making disciplinary decisions, the principal or designee, will consider both the need for accountability and the importance of teaching appropriate behavior. Students who engage in bullying will be disciplined. High Rock School uses a progressive disciplinary model. As such, consequences on findings of bullying will be based on the severity and repeated nature of the incident. Some examples of consequences are:

- verbal warning;
- written warning;
- mandated counseling;
- removal of privileges;
- social or co-curricular suspension;
- detention;
- suspension; and
- expulsion

In addition to taking disciplinary action, the principal/designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

#### E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action and insuring appropriate educational opportunities are made available to the aggressor:

- Notify the parent/guardian of the aggressor.
- Inform parents/guardians of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

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

The above language is intended to be consistent with the Needham Public School's Policy Addressing Bullying. A copy of the complete policy is available at [http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)

#### **CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. 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 limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph a or b shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph a or b.
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (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. When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student.

If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

#### **FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H)**

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

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his/her 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 parents/guardians 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 his/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including

recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her 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/her 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 parents/guardians within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) 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.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **TELECOMMUNICATIONS POLICY**

### **INTERNET & WAN ACCESS**

The Needham Public Schools has contracted with an Internet Service Provider (ISP) for full Internet access to all computers on the I-Loop. The Internet is accessed from various locations in the school system such as media centers, computer labs, classrooms, and offices. Staff will have local and Internet e-mail accounts using Needham Connects, a First Class® communications system. Students will be given access to selected educational resources on the Needham Public Schools wide area network (WAN) and access to only the World Wide Web (WWW) on the Internet. The Internet provides a rich selection of resources for students and staff. Internet access links students to people all over the world and with experts in almost every content area. Through the NPS Web site (<http://www.needham.k12.ma.us>), students share work, which they have created with other users of the World Wide Web.

### **NETWORK USER RESPONSIBILITIES**

Students may have access to the Internet via the World Wide Web (WWW) and Needham Public Schools wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent/guardian must read the Acceptable Use Policy and complete the Contract for Individual Access to the World Wide Web. Students must follow all rules



contained within this policy at all times when using the WAN or the WWW. Students must also follow the directions of faculty and staff members supervising any area where networked resources can be accessed.

## **SECURITY & SAFETY**

- Students will demonstrate personal responsibility by never agreeing to get together with someone they meet online without first checking with parents/guardians or teachers.
- Students will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Students will demonstrate legal responsibility by not transmitting any material in violation of United States or Massachusetts regulations. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet of the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted. Users may not conduct commercial activities for-profit, advertise products, or conduct political lobbying on the network.
- Students may access home telecommunications accounts from school. However, students need to exercise all responsibilities within this policy as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

## **PROPERTY**

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

## **INTERNET OR E-MAIL ETIQUETTE**

Students may come across Web sites, which ask for comments or a reply. Certain behaviors have gained acceptance on the network, some because they save misunderstanding and maintain privacy, and others because they help users avoid wasting time or help conserve system resources. Since many students have e-mail accounts at home, this set of guidelines will be helpful for home use also. As students join the online community, they should practice these appreciated behaviors:

- Include your name and school at the bottom of e-mail messages, but never give your home address or phone number.

- Don't post addresses or phone numbers of students or colleagues; use school addresses and phone numbers.
- Be careful when you use sarcasm and humor; without face-to-face communications, your joke may be misinterpreted or viewed as criticism.
- Don't be vulgar, offensive, or swear.
- Don't publicly criticize or anger others.
- When quoting in a message, attribute the quotation to its author or source.
- Use all capitals only to highlight a word; if you use them for an entire message, people think you are shouting.

## **BEHAVIORS & CONSEQUENCES**

- Any violation of the network responsibilities will result in a cancellation of network privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may deny access at any time as required. The administration, faculty, and staff of NPS may request the system administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems, and/or applications, and/or documents will be considered vandalism, destruction, and defacement of school property. Students involved in these activities will be subject to suspension and immediate police involvement.
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the NSFNET (National Science Foundation NET) Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

The NPS makes no warranties of any kind, whether expressed or implied, for the services they are providing. NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via NPS is at your own risk. NPS specifically denies any responsibility for the accuracy or quality of information obtained through these services.

## **LEGAL NOTICES**

### **NOTICE OF NON-DISCRIMINATION**

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

The following persons have been designated the Non-Discrimination/Harrassment Coordinators for the Disgtrict. They are trained to handle inquiries regarding the school district's non-discriminatory policy:

**For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
TTY: (781) 455-0424  
Fax: (781) 455-0417

**For Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
TTY: (781) 455-0424  
Fax: (781) 455-0408

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

**POLICY PROHIBITING HARASSMENT**

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability. Consistent with our Policy Addressing Bullying, Needham Public Schools specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.

**A. Definitions**

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

**Sexual Harassment.** Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

**B. Harassment & Retaliation Prohibited:**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

**C. Reporting & Investigating Incidents of Harassment:**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For faculty and staff, notify the Director of Personnel Resources, Tom Campbell at (781) 455-0400 x208. For parents/guardians or students, contact the Director of Guidance, Tom Denton at (781) 455-0800 x2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at (781) 455-0400 x203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

**D. State & Federal Agencies:**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone (617) 289-0111) (TTY: 1 (877) 521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public Schools final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone (781) 338-3000) (TTY 1 (800) 439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone (617) 994-6000) (TTY (617) 994-6196).

**STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

(a) The **right to access** the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten (10) days of a request. However, Massachusetts General Laws c.71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent/guardian or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the

student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

#### **DISTRICT MEETINGS, PROGRAMS & ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity, which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Development for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

#### **HOMELESS CHILDREN & YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the

documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district's Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781) 455-0400 x213.**

## **RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent/guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student's parents/guardians. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at (781) 455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>



## NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read

the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### SECURITY AND SAFETY:

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.
- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

### PROPERTY:

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.

- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.

- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

### COURTESY OR E-MAIL NETIQUETTE:

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

### BEHAVIORS AND CONSEQUENCES:

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.



POLLARD MIDDLE SCHOOL  
200 HARRIS AVENUE  
NEEDHAM, MA 02492

## STUDENT AND FAMILY HANDBOOK 2013-2014

PRINCIPAL  
Dr. Lisa C. Chen

Middle School Assistant Principals:

Grade 7 – Ms. Megan Bonomolo

Grade 8 – Ms. Merle Berman

Special Education Coordinator – Ms. Joan Woodward

Math/Science Curriculum Coordinator – Ms. Tammy Ghizzoni

ELA Curriculum Coordinator – TBD

Social Studies Curriculum Coordinator – TBD

### SCHOOL TELEPHONE NUMBERS

Main Number.....(781) 455-0480  
Main Office Fax.....(781) 455-0413  
Grade 7 Office..... Ext. 298  
Grade 8 Office..... Ext. 332  
Nurse..... Ext. 238  
Media Center..... Ext. 215  
Internet..... <http://pollard.needham.k12.ma.us/>

Пожалуйста, свяжитесь с офисом программы ELL по телефону 781-455-0800, если вам нужен перевод этого документа

이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-0800)로 전화주시기 바랍니다.

Por favor telefone para o escritório do programa ELL no número 781-455-0800 se precisar deste documento traduzido.

Si usted desea que este documento sea traducido, por favor llame a la oficina del Programa de aprender el idioma inglés al número 781-455-0800.

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## **ADMINISTRATION**

**2013-2014**

**Pollard Middle School Phone Number: 781-455-0480**

### **Main Office**

Dr. Lisa Chen, Principal, ext. 234

Mrs. Dianne List, Lead Secretary, ext. 234

Mrs. Paulina Corbett, Sr. Bookkeeper, ext. 236

Mrs. Dana Braun, Office Aide, ext. 299

### **Eighth Grade Office**

Ms. Merle Berman, 8<sup>th</sup> Grade Administrator, ext. 229

Mr. Mark Yetman, Guidance Counselor, ext. 295

Mrs. Chris Arren, Grade Level Secretary, ext. 229

### **Seventh Grade Office**

Ms. Megan Bonomolo, 7<sup>th</sup> Grade Administrator, ext. 298

Jeremy Greenwood, Guidance Counselor, ext. 235

TBD, Guidance Counselor, ext. 241

Ms. Deb Negoshian, Grade Level Secretary, ext. 298

### **Special Education**

Ms. Joan Woodward, Special Education Coordinator - ext. 233

Mrs. Linda Keller, Program Assistant, ext. 256

### **Middle School Curriculum Coordinators**

Math/Science Ms. Tammy Ghizzoni, ext. 325

ELA TBD, ext. 323

Social Studies TBD, ext. 323

METCO Coordinator Ms. Leslie Smart, ext. 239

### **K-12 Directors**

Guidance Mr. Tom Denton 781-455-0800, x2130

Fine & Performing Arts Dr. David Neves 781-455-0800, x2440

Health Services Ms. Mimi Stamer 781-455-0800, x2124

Media & Technology Ms. Deb Gammerman 781-455-0471, x210

METCO Program Dr. Joanne Allen-Willoughby 781-455-0800, x2554

SPED Director Ms. Mary Lammi 781-455-0400, x233

Wellness Dr. Kathy Pinkham 781-455-0800, x2542

World Languages Ms. Debbie Watters 781-455-0800, x2755

*It is the policy of Needham Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, age or disability in its education programs, services, activities or employment practices.*

**POLLARD MIDDLE SCHOOL**  
**Needham, MA 02492**

August 2013

Dear Students & Parents/Guardians:

Welcome back, and for some of you, welcome to Pollard Middle School! On behalf of the staff and community, we are excited to have you here.

Within the following pages of our *Pollard Student Handbook*, you will find pertinent school information, such as daily procedures, programs, and policies. Most importantly, you will learn about our community's expectations and what it is at Pollard that we strive to develop in our students.

A student's middle school years are a very exciting time, as they begin to explore, discover, and identify their strengths, passions, and interests. Pollard provides a wide-variety of programs for student involvement both during and after the regular school day. We most certainly encourage our students to take advantage of these opportunities over the course of the upcoming year.

This student handbook has been developed through a collaborative effort between staff, students, and the Pollard School Council. It reflects our belief that at Pollard learning requires a partnership between the school, home, and community. This handbook is reviewed each year and revised as needed to support our vision and goals as a school community. Suggestions for improvement are always welcomed.

I wish you the very best for a rewarding and successful school year. Please let me know how I can assist you and our students in this process. I look forward to our work together, as we prepare our students for their college years and beyond. Thank you.

With warm regards,

*Dr. Lisa C. Chen*

Dr. Lisa C. Chen  
Principal

**NEEDHAM PUBLIC SCHOOLS  
PUPILS' CALENDAR**

**2013-2014**

September (19 days)				
M	T	W	Th	F
26	27	28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

February (15 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October (22 days)				
M	T	W	Th	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March (21 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November (18 days)				
M	T	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29




April (16 days)				
M	T	W	Th	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December (15 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May (21 days)				
M	T	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January (21 days)				
M	T	W	Th	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June (12 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	Holiday/Recess
	Early Release
	Delayed Opening - 2 hrs

AUGUST	
8/29	General Staff Meeting
8/30	Professional Development Day
SEPTEMBER	
9/2	Labor Day
9/3	All Schools Open
9/4	First Day of Kindergarten
9/4	Preschool Orientation
9/5	Rosh Hashanah
9/6	First Day of Preschool & KASE
OCTOBER	
10/1	Early Release - Professional Development
10/14	Columbus Day
10/24	Early Release - Professional Development
NOVEMBER	
11/7	Delayed Opening - Professional Development
11/11	Veterans' Day
11/27	Early Release-Thanksgiving
11/28-29	Thanksgiving Recess
DECEMBER	
12/10	Early Release- Professional Development
12/20	Schools close at end of day for winter recess
12/23-1/1	Winter Recess
JANUARY	
1/2	Classes Resume
1/17	Early Release - Professional Development
1/20	Martin Luther King Jr. Day
1/29	Delayed Opening - Professional Development
FEBRUARY	
2/11	Early Release - Professional Development
2/17	Presidents' Day
2/18-21	February Recess
2/24	Classes Resume
MARCH	
3/6	Early Release - Professional Development
3/26	Early Release - Professional Development
APRIL	
4/8	Delayed Opening - Prof. Dev. (Town Election)
4/18	Good Friday
4/21	Patriots' Day
4/22-25	April Recess
4/28	Classes Resume
MAY	
5/14	Early Release - Professional Development
5/26	Memorial Day
JUNE	
6/3	Early Release - Professional Development
6/2	Graduation
6/17	Last day of school early release - no snow days
6/24	Last day early release 5 snow/emergency days

Approved by School Committee May 1, 2012

# **POLLARD MIDDLE SCHOOL CALENDAR -2013-2014**




September (19 days)						
S	M	T	W	T	F	S
		26	27	28	29	30
1	2	3/A	4/B	5	6/A	7
8	9/B	10/A	11/B	12/A	13/B	14
15	16/A	17/B	18/A	19/B	20/A	21
22	23/B	24/A	25/B	26/A	27/B	28

October (22 days)						
S	M	T	W	T	F	S
29	30/A	1/B	2/A	3/B	4/A	5
6	7/B	8/A	9/B	10/A	11/B	12
13	14	15/A	16/B	17/A	18/B	19
20	21/A	22/B	23/A	24/B	25/A	26
27	28/B	29/A	30/B	31/A		

November (18 days)						
S	M	T	W	T	F	S
					1/B	2
3	4/A	5/B	6/A	7/B	8/A	9
10	11	12/B	13/A	14/B	15/A	16
17	18/B	19/A	20/B	21/A	22/B	23
24	25/A	26/B	27/A	28	29	30

December (15 days)						
S	M	T	W	T	F	S
1	2/B	3/A	4/B	5/A	6/B	7
8	9/A	10/B	11/A	12/B	13/A	14
15	16/B	17/A	18/B	19/A	20/B	21
22	23	24	25	26	27	28
29	30	31				

January (21 days)						
S	M	T	W	T	F	S
			1	2/A	3/B	4
5	6/A	7/B	8/A	9/B	10/A	11
12	13/B	14/A	15/B	16/A	17/B	18
19	20	21/A	22/B	23/A	24/B	25
26	27/A	28/B	29/A	30/B	31/A	

	Holiday/Recess
	Professional Day
	Delayed Opening, 2 hours


September	
8/29	- General Staff Meeting
8/30	- Professional Development Day
2	- Labor Day
3	- All Schools Open
5	- School Closed - Rosh Hashanah
17	- Student Picture Day
26	- Gr. 7 Back to School Night

October	
1	- Early Release Day
14	- School Closed - Columbus Day
18	- Midterm for Trimester 1
24	- Early Release Day

November	
7	- 2-Hour Delayed Opening
11	- School Closed - Veteran's Day
27	Early Release for Thanksgiving Recess
28-29	Thanksgiving Recess

December	
6	- Trimester I Ends
9	Trimester II Begins
10	- Early Release Day
20	School Closes at end of day
23-1/1	Winter Recess, School Closed

January	
1	Winter Recess, School Closed
2	Classes Resume
17	- Early Release Day
20	- School Closed - MLK Day
29	2-hour Delayed Opening
31	Trimester II Midterm

	Early Release
*6/17	Last Day of School - No snow days
6/24	Last Day include 5 snow/emergency days

4/30/13

February (15 days)						
S	M	T	W	T	F	S
						1
2	3/B	4/A	5/B	6/A	7/B	8
9	10/A	11/B	12/A	13/B	14/A	15
16	17	18	19	20	21	22
23	24/B	25/A	26/B	27/A	28/B	

February
11 Early Release Day
17 -School Closed - President's Day
18-21 February Recess, School Closed
24 Classes resume

March (21 days)						
S	M	T	W	T	F	S
						1
2	3/A	4/B	5/A	6/B	7/A	8
9	10/B	11/A	12/B	13/A	14/B	15
16	17/A	18/B	19/A	20/B	21/A	22
23	24/B	25/A	26/B	27/A	28/B	29

March
6 Early Release Day
22 Trimester II Ends
25 Trimester III Begins
18 - Gr. 7 ELA Long Comp.
17-31 - MCAS Testing Period
26 - Early Release Day

April (16 days)						
S	M	T	W	T	F	S
30	31/A	1/B	2/A	3/B	4/A	5
6	7/B	8/A	9/B	10/A	11/B	12
13	14/A	15/B	16/A	17/B	18	19
20	21	22	23	24	25	26
27	28/A	29/B	30/A			




April
8 - 2-Hour Delayed Opening
18 - School Closed - Good Friday
21 - School Closed - Patriot's Day
22-25 - April Recess
28 - Classes Resume


May (21 days)						
S	M	T	W	T	F	S
				1/B	2/A	3
4	5/B	6/A	7/B	8/A	9/B	10
11	12/A	13/B	14/A	15/B	16/A	17
18	19/B	20/A	21/B	22/A	23/B	24
25	26	27/A	28/B	29/A	30/B	31

May
10 Midterm Trimester III
14 - Early Release Day
5-20 - MCAS Testing Period
26 Memorial Day, School Closed

June (12 days)						
S	M	T	W	T	F	S
1	2/A	3/B	4/A	5/B	6/A	7
8	9/B	10/A	11/B	12/A	13/B	14
15	16/A	17/B	18/A	19/B	20/A	21
22	23/B	24/A	25	26	27	28
29						

June
3 - Early Release Day
*17180th Instructional
24 Last Day includes 5 snow/emergency days

	Holiday/Recess
	Professional Day
	Delayed Opening, 2 hours

	Early Release
*17	Last Day of School

April 30, 2013



**POLLARD MIDDLE SCHOOL  
2013 - 2014 BELL SCHEDULE**

**GRADE 7**

**GRADE 8**

<b>Doors Open</b>	<b>7:35 am</b>		<b>7:35 am</b>	
<b>Advisory</b>	7:50 – 8:05		7:50 – 8:05	
<b>Period 1</b>	8:08 – 9:01		8:08 – 9:01	
<b>Period 2</b>	9:04 – 9:57		9:04 – 9:57	
<b>Period 3</b>	10:01 – 10:54		10:00 – 10:53  <b>Lunch 10:53 – 11:21</b>	10:00 – 10:23  <b>Lunch 10:23 – 10:51</b>  10:53 – 11:23
<b>Period 4</b>	10:57 – 11:50		11:24 – 12:17	11:25 – 12:18
<b>Period 5</b>	11:53 – 12:46 <b>Lunch 12:46 – 1:14</b>	<b>Lunch 11:50 -12:18</b>  12:21 – 1:14	12:21 – 1:14	
<b>Period 6</b>	1:17 – 2:10		1:17 – 2:10	
<b>Student Dismissal</b>	2:10 pm		2:10 pm	
<b>*After School Help</b>	2:10 – 2:40		2:10 – 2:40	
<b>After School Activities</b>	2:40 - Varies		2:40 - Varies	

\* After School Help is offered on Tuesdays, Wednesdays, and Thursdays.

## THE POLLARD MIDDLE SCHOOL STATEMENT OF PURPOSE

We dedicate ourselves to cultivating academic excellence,  
civic responsibility, and the personal growth of  
each member of our community.

### ***We Know:***

Students enter Pollard Middle School at a critical phase of their development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students strive for self-acceptance and a sense of belonging, which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

### ***We Believe:***

- All students can learn, and it happens at varying rates through multiple learning styles.
- Active learning requires taking risks, and mistakes are valuable for learning.
- Learning through a broad-based curriculum and exposure to different perspectives are integral to educating the whole child.
- Learners should feel safe, cared for, and valued.
- Learning requires a partnership between school, home, and the community.

### ***We Work To Provide:***

- A student-centered curriculum that is experiential, interdisciplinary, and exploratory.
- A staff that plays multiple roles in fostering student growth, as they provide knowledge, serve as role models, and respond to each individual's needs.
- A middle school environment that stresses civic and global awareness and each student's role as a member of a family, a community, and society at large.

### ***We Strive To Develop:***

- Creative and critical thinkers.
- Confident and open-minded risk takers.
- Responsible and thoughtful decision-makers.
- Articulate and reflective communicators.
- Collaborative and socially conscious contributors to the community.

## SCHOOL/HOME COMMUNICATION

The communication between the school and home is vital in supporting the overall mission of the Pollard school community. Electronic communication is the primary vehicle in which the main office or the individual grade level offices communicate with parents/guardians. There are a number of sources that are used for the purposes of communicating between the school and home:

### POWERSCHOOL

PowerSchool is an electronic information system which tracks student data, attendance, and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the student's grade level office.

Please note the following:

- i. **Grades in Powerschool will be updated on the fifteenth and thirtieth of the month.**
- ii. Projects, major tests, or assignments that come due on or near these dates may not appear as part of the update.
- iii. Teachers enter homework at different times, and all homework may not be recorded.

### DAILY ANNOUNCEMENTS

Each day student related announcements are shared as part of morning announcements with students. A listing of these announcements are posted daily on the school's website under "*Daily Bulletin*."

### POLLARD LISTSERV

Pollard will have two separate listservs for each grade established for the parent/guardians in the school. Separate correspondence from the Pollard principal and/or grade level offices will be sent to all parents electronically using the Pollard listserv. Parents/guardians are responsible for signing up to become a member of the appropriate email lists. For each grade level that your child is in, please sign up for a listserv account. The addresses where parents/guardians can sign-up to be a member of each listserv are as follows:

#### Grade Seven

<http://lists.needham.mec.edu/mailman/listinfo/polgrade7>

#### Grade Eight

<http://lists.needham.mec.edu/mailman/listinfo/polgrade8>

#### *Please Note:*

*These listservs are operated, maintained, and the property of the Needham Public Schools. In addition, it is the parent/guardian responsibility to manage the accuracy of the email addresses on record. The school holds no responsibility to update or change the email contact information contained within these lists.*

### SCHOOL CALENDAR

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each grade level (i.e., field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham Public School's website at <http://pollard.needham.k12.ma.us> or through the link included on the Pollard Middle School website.

### POLLARD SCHOOL WEBSITE

The Pollard Middle School maintains a comprehensive school website, which includes a range of information about each grade level, department, and program of studies. Current news and events are also included on the site. Please visit us at <http://pollard.needham.k12.ma.us/main/>

# SCHOLASTIC INFORMATION

## GRADING AND REPORTING OF STUDENT PROGRESS

Achievement grades are officially reported using standard letter grades at the end of each trimester with a total of three report cards for the school year. The grading system currently in use is as follows:

A, A-,  
B+, B, B-,  
C+, C, C-,  
D+, D, D-,  
F.

Report cards are generally distributed the week after the end of each trimester. Pollard uses the *PowerSchool* informational system, the school no longer produces hard copies of student interim reports or report cards at the end of the first or second trimester. The school will, however, issue a hard copy of a child's official report card at the end of the third trimester as well as anytime at the request of the parent/guardian. At the interim point of each trimester, and at the end of the first and second trimester, information will be forwarded to parents/guardians outlining the fact that it is the respective interim reporting period of the trimester and parents/guardians are encouraged to log on and to review the academic standing of their child. A letter home seeking the parent/guardian signature will outline this information.

Beyond the data distributed through the official report card, teachers communicate with parents whenever they deem it appropriate to share information, note concerns, or commend students for outstanding performance and/or marked improvement. These communications may take a variety of forms including a conference, telephone call, letter, memo, or teacher-designed information form.

## HOMEWORK

Effective homework enhances classroom learning and achievement at the middle school level. The amount of homework and the nature of assignments vary from day to day and subject to subject. The amount of time an individual student takes to complete homework will likewise vary. In general, middle school students should expect to complete one to two hours of homework a night.

In cases where the average amount of homework per day falls outside of the above guidelines, or there are questions about homework assignments, parents/guardians should feel free to contact the appropriate teacher(s), guidance counselor, or the grade level assistant principal. It is important to note that students are expected to plan their time accordingly around long-range assignments (i.e., projects) which may be worked on over a number of days or weeks and which require careful time management. Information regarding homework for most teachers is available online on our school's website.

The student role in homework completion includes the following:

- Write assignments in the provided assignment notebook each day in class.
- Plan and prioritize time for short-term and long-term assignments.
- Develop a routine for homework with a time and place suitable for study.
- Ask clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Communicate with your teacher or parents when you need special consideration or extra help.

The parent's role in homework completion includes the following:

- Establish your child clear expectations for your child about homework.
- Ensure there is a regular time, place, and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.

- Communicate with your child's teachers any questions or concerns about homework with child's teachers.

## **HONOR ROLL**

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

Honors	A grade of "B" or higher in all subjects, and an effort grade of 1 or 2.
High Honors	An "A-" or higher in all subjects, and an effort grade of 1 or 2.

**Please note that the importance our school places on student attendance. Five (5) tardies during a trimester will make a student ineligible for Honor Roll.**

## **EFFORT GRADE (RUBRIC)**

1 = Excellent

- Consistently is prepared for class with all homework and materials.
- Participates actively in class activities.
- Behavior is consistently appropriate and enhances the learning environment.
- Consistently perseveres when challenged with new or difficult tasks.

2 = Good

- Usually is prepared for class with all homework and materials.
- Usually participates actively in class activities.
- Behavior is usually appropriate and enhances the learning environment.
- Usually perseveres when challenged with new or difficult tasks.

3 = Fair

- Is inconsistent in preparation for class with all homework and materials.
- At times, participates actively in class activities.
- At times, behavior is inappropriate and does not enhance the learning environment.
- At times, perseveres when challenged with new or difficult tasks.

4 = Unacceptable

- Is rarely prepared for class with all homework and materials.
- Rarely participates actively in class activities.
- Behavior is rarely appropriate and does not enhance the learning environment.
- Rarely perseveres when challenged with new or difficult tasks.

## **HONOR CODE**

Honesty with others and oneself is one of the most precious qualities that a person can possess. It is the goal of Pollard Middle School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

## **PROMOTION TO GRADE 7 AND 8**

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts in order to be promoted to Grade 7. Students in Grade 7 must pass three major subjects, including English Language Arts in order to be promoted to Grade 8. Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be promoted to the next grade level. Your child's attendance in a summer school program is subject to approval by the principal.

## **PROMOTION TO GRADE 9**

A student in Grade 8 must pass three major subjects, including English Language Arts, to be promoted to Grade 9. Students who do not meet these requirements must repeat the necessary course(s) in an accredited summer school program in order to be promoted to Grade 9.

If your child fails math and/or English Language Arts, he/she will need to attend a summer school program in these subjects. Should your child fail social studies or science, he/she will need to enroll with a tutor over the summer to work on fulfillment of the requirements in these subjects for promotion to Grade 9. Attendance in summer school is subject to the approval of the principal.

Documentation of passing grades in summer school must be presented to the principal **before** a student's records will be sent to the high school. Exceptions to this rule may be made only on the basis of a Child Study Team recommendation and the written approval of the middle school and high school principals.

## **PRIVATE SCHOOL RECOMMENDATION PROCEDURES**

We realize that some families will choose to apply to private schools as an alternative educational option. Part of the application process often includes a request that transcripts and recommendations be completed and sent by appropriate Pollard staff. In order to accommodate all requests in a timely manner we have outlined the following procedures to assist in this process:

- i. All recommendation forms and transcript requests must be submitted to the grade level office a **minimum of one month** prior to the application deadline.
- ii. Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
- iii. All recommendation forms must be accompanied with a stamped, addressed envelope for each school to which records and recommendations are to be mailed.
- iv. All recommendations will be mailed directly to the school and not given to parents or students.

## **PARENT/TEACHER APPOINTMENTS**

Parents/guardians are encouraged to make appointments with individual teachers to discuss the academic progress of their child. When there are more wide-spread concerns (i.e., beyond the progress in one subject area) regarding the academic progress of a student, a cluster meeting may be arranged by calling the grade level office.

## **STUDENT SUPPORT TEAM**

All of our schools have Student Support Teams (SST). These are faculty groups who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of their students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied
- Accommodations that may help a student better learn
- Behavioral interventions that may be adapted to improve behavior
- What other regular education supports may be needed to enhance learning

## **TEXTBOOKS**

Students are responsible for all books issued to them. A book not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the *Lost and Found* and make an exhaustive search before new books are issued. All thefts should be reported directly to the grade level office.

# **ATTENDANCE PROCEDURES AND REGULATIONS**

## **SCHOOL ATTENDANCE OVERVIEW**

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school, or fourteen partial days in a six-month period, without documentation of a medical illness may be asked to provide medical documentation for any future absences. Undocumented absences must be reported. A pupil who is not present during at least half of a “school session” (i.e., a 6.5-hour day) shall be marked and counted as absent. Any student entering school after 11:00 a.m. will be considered absent.

## **ABSENCES**

Each day a student is absent from school the parent or guardian must telephone the child’s grade level office between 7:35 a.m. and 8:30 a.m. to inform the school of the absence:

Grade 7: 781-455-0493

Grade 8: 781-455-0489

This early morning phone call helps our office staff promptly verify the absence of a student and is essential in enabling the school to identify those students who are absent without parental knowledge or consent. If successful contact has not been made with the home, a note signed by the parent or guardian indicating the reason for the absence must be presented to the grade level secretary on the day the student returns.

If a student is absent five (5) days without medical documentation, and after consultation with the school nurse, a letter will be sent to the parents or guardians informing them that daily attendance is a concern and reiterate the attendance policy. After seven (7) days a notice will be sent to parents informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.

Extensive absences due to illness will require documentation from a physician. Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. Students are expected to contact classmates for missed homework assignments. Requests for grade level offices to gather homework assignments can only be honored on or after the third day of absence. It is the student’s responsibility to ask each teacher for make-up assignments.

A student absent from school may only participate in school-sponsored activities (athletics, dances, concerts, etc.) that same day with the principal’s permission. A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the grade level administrator, and the student should make arrangements with each teacher for make-up work upon returning to school.

## **DISMISSALS**

It is the general policy of the Needham Public Schools that students will not be dismissed from school before the end of the school day. Exceptions to this policy may be granted by the grade level administrator upon the presentation of a written request for dismissal from the child’s parent or guardian.

Students who are required be dismissed early from school must report to the grade level office between 7:35 a.m. and 7:50 a.m. to obtain a dismissal slip by producing a note from the parent or guardian requesting the dismissal. The student is then asked to show this note to his/her teacher(s) and report to the main office for pick-up before leaving the school building.

When students feel ill and wish to return home, they must first report to the nurse in the health office. The nurse will contact the parent to decide upon whether or not a student should be dismissed and if the parent/guardian can come to pick up the child.

## **LATE TO SCHOOL**

School officially begins at 7:50 a.m. Students who are not in their assigned student advisory group at 7:50 a.m. are considered tardy. Students who are tardy must report to the grade level office for an admit slip. Students who exceed three (3) unexcused tardies to school will serve an office detention each time he/she is late. Five (5) tardies during a trimester will make a student ineligible for Honor Roll.

## **LATENESS TO CLASS**

A student who is late to class must present a corridor pass from the staff member who detained the student. If the student is late for class and does not have a pass from a staff member, the student is admitted to class and must report to the classroom teacher at 2:10 p.m. or make appropriate arrangements with the teacher for resolving the problem of lateness. Frequent lateness is reported to the grade level administrator.

## **VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS**

It is important for children to receive continuous instruction on a daily basis while school is in session. Each day of instruction missed sets a child back and creates added pressure on the child and on the school. As a result, vacations are always considered unauthorized absences from school. The school calendar is published far in advance of the school year to help parents plan family trips so that they can coincide with school vacations. Parents are urged to comply with the school calendar. Since assignments are based upon material which has been previously taught, work must be made up after a child returns as assignments cannot be sent home in advance.

# **DAILY PROCEDURES & EXPECTATIONS**

## **BEGINNING OF THE SCHOOL DAY**

The school building opens at 7:35 a.m. Students who arrive before 7:35 a.m. are asked to wait on the patio at the front of the school. Students who walk to school are encouraged to time their departure from home so as to arrive at school by 7:35 a.m. Bus schedules have been developed to ensure an arrival time between 7:35 a.m. and 7:45 a.m.

Our front doors open at 7:35 a.m. with the sound of a bell. Students have fifteen minutes to enter the building, visit their locker, and make their way to their advisory period for 7:50 a.m. Students who need or wish to see a teacher before 7:35 a.m. are asked to make an appointment in advance and present a pass to the main office. Advisory begins promptly at 7:50 a.m.

## **END OF THE DAY**

***Outside Of The Building:*** At 2:10 p.m. school is officially dismissed. At this time, it is expected that all students who are not staying after school for extra help or involved with an after-school activity will leave the school in order to facilitate the opportunity for teachers to work with students who are staying after 2:10 p.m. Those students who take the school bus home will board buses with a departure time of approximately 2:15 p.m. The school only supervises the immediate dismissal time period. **There is no staff supervision outside of the building following 2:20 p.m.**

***Inside Of The Building:*** Students are encouraged to participate in extra curricular activities at Pollard. Teachers provide extra assistance for students from 2:10 p.m. until 2:40 p.m. on Tuesdays, Wednesdays, and Thursdays. Students who remain in the school after 2:10 p.m. are expected to be supervised by an adult.

***Please Note:*** There is no formal supervision of students in the hallways after school has dismissed. Staff who do stay are working with students who remain for extra help or who are offering an after-school activity. Any student not with a faculty member will be asked to leave the school building.

## **DELIVERIES TO CLASSROOMS & COMMUNICATION WITH STUDENTS**

From time to time students may forget things that they need in school for the day (i.e., lunch or lunch money, homework, etc.). Parents who deliver items to school on behalf of their child are asked to drop off items at the grade level office. Students who anticipate a delivery will be expected to visit the grade level office to pick up the items. On occasion, we also realize that parents will deliver items or messages for their child that he/she is



not expecting. In such circumstances grade level secretaries will make every reasonable effort to notify the student of his/her need to report to the office to pick up an item or to retrieve a message. However, as classroom interruptions are strongly discouraged, the ability to fulfill such requests depends on the time of day and the volume of such requests on any given day.

## **STUDENT ADVISORY PROGRAM**

### ***Purpose Of The Advisory Program***

The overall purpose of the Student Advisory Program at the middle school level in Needham is to create a home base where students feel safe, supported, and understood by their advisors and each other. Each advisee will have an advisor who will support and monitor his/her overall experience and progress in school.

### ***Overview Of The Advisory Program***

In the middle school advisory program, 12 to 15 advisees meet with their advisors on a regular basis. The advisor is responsible for in-school and school-to-home communication including taking attendance, distributing report cards, and numerous other routine matters of school business. Advisors should be aware of patterns across disciplines and communicate with other advisors as needed. Advisors are not expected to be the primary disciplinarians, or the contact for classroom specific and guidance related concerns. Individual teachers remain the primary academic contact for their discipline.

### ***Advisor Roles And Responsibilities***

#### ***Culture***

Each advisor will strive to promote a positive culture in their advisory group and throughout the school by:

- Ensuring group norms are developed with the groups, posted in the room, and actively applied.
- Informing students of school-wide and grade level events and encourage participation in all aspects of school life.
- Making introductory contact with parents by October 30<sup>th</sup>.

#### ***Participation In The Learning Process***

Each advisor will support the successful participation of advisees in the learning process by:

- Conferencing with individual advisees at each mid and end of term marking period.
- Placing advisee generated academic goals and reflection sheets in advisory folder.
- Conduct one parent “conference” at the mid-year around February.
- Monitoring advisee’s academic progress across all disciplines.

#### ***Personal Competency Development***

Each advisor will develop personal competencies in their advisees by:

- Utilizing both structured activities and informal practices
- Having advisees journal once a week on themes self-awareness, self-assessment, and interpersonal skill development.
- Implementing at least one structured activity (consult binder for thematic ideas) during the week that is advisor led. Activities should flow over more than one day.

## **LOCKERS**

All students will be assigned a locker at the beginning of the school year. Unless otherwise decided by the school/administration, students will keep this same assigned locker until the end of the school year. It is expected that all students will use a combination lock to secure their personal belongings. The combination of this lock will be recorded by the advisory teacher. A copy of this information will be kept in the grade level office.

***Please Note: Lockers assigned to students remain the property of the school and are therefore subject to inspection by the administration at any time.***

## **LOST AND FOUND/PERSONAL ITEMS OF VALUE**

The *Lost and Found* is located outside the physical education office. Articles, such as eyeglasses, cell phones, and MP3's found should be turned into the main office. Articles of clothing will be placed in the bin outside of the physical education office. Students are urged to use name tags on all clothing and to write their names on all book covers. Valuable items or large sums of money should not be brought to school. If it is necessary for these items to be at school, then they should be left at the grade level office for safekeeping during the day. The school simply cannot take responsibility for lost or stolen items when these procedures are not followed.

## **STUDENT HANDBOOK AND AGENDA**

Each year the Pollard Middle School will print a student agenda and handbook. Enough copies will be printed for each child in the seventh and eighth grade and sold to students during the first week of school for a small fee which covers the reproduction costs. It is expected that students will purchase a handbook/agenda and keep it with them at all times in order to help plan and manage their assignments. The student agenda and handbook are available without charge, by making a request to the principal. If a child loses their copy, then it is the expectation that a replacement copy will be purchased. As the exact costs of printing vary from year to year, the price per copy will be shared with all families in August as part of the back-to-school information sent home. The complete Pollard Middle School Student and Family Handbook is only available online on the Pollard Middle School website. An abridged version, referred to as the "Agenda Version," is included in each student agenda.

## **TRANSPORTATION OF STUDENTS**

Around the same time each day approximately over 800 students and well over 100 faculty and staff make their way to the Pollard campus. In order to maintain student and staff safety and to streamline this process with such a large volume of traffic, the following have been established:

### **AUTOMOBILE:**

- If you must transport your child by car, please try to car pool to minimize the number of cars in the area.
- Please do not drop students off along Harris Avenue except between Fair Oaks and Bradford, or well beyond the school near Coulton and Prince.
- The circular driveway in front of the school and the Harris Avenue Parking Lot are off-limits until 8:15 a.m. and between 1:30 p.m. and 3:00 p.m.
- Please do not use the staff parking lot along Harris Avenue or the one located in the rear of the school off of Glenwood Road for student pick-ups or drop-offs.
- The Glenwood Road parking lot is for medical drop-offs only.

### **BUS:**

- Students who are eligible for bus transportation and pay the appropriate fee will be issued both a bus pass for the year and a set of rules and regulations established by the transportation department.
- Students who violate these rules are subject to disciplinary actions including loss of transportation privileges.

## **VISITORS**

With such a large campus and the constant imperative to ensure the safety and security of both students and staff, it is important that all visitors report to the main office to sign in while school is in session. Visitors will be issued a visitor badge that they are asked to wear during their visit. Prior arrangements should always be made before planning to meet with a teacher or an administrator. Unfortunately, due to liability reasons, students not enrolled at Pollard Middle School are not allowed to visit the school or classes during the school day.

## **HEALTH & SAFETY**

### **Health Information Requirements**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **Health History**

The Health History Form providing important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

### **Required Immunizations**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

### **Physical Examination**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required. A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **Tuberculosis (TB) Testing**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis

**The Confidential Nurse Emergency Card** must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

## **Medication Policy**

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medication, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. Medication will not be administered until all three documents are complete and received by the School Nurse. These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and administer prescription inhalers
  - students with life-threatening allergies may possess and administer epinephrine via an auto-injector
  - students with cystic fibrosis may possess and administer prescription enzyme supplements
  - students with diabetes may possess and administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) Students are not permitted to bring medication to school.
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

## **Children with Special Health Care Needs**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## **Concussions**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the

Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

**The NPS Protocol Post Student Head Injury and Concussions– Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from “play” from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student’s readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student’s medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

Symptoms to look for following a blow to the head:

Headache or “pressure” in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confusion – can’t recall events prior to hit or fall
Balance problems or dizziness	- can’t recall events after hit or fall
Answers questions slowly	fall
<a href="http://www.cdc.gov/ConcussionInYouthSports/">http://www.cdc.gov/ConcussionInYouthSports/</a>	

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

**What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of *consciousness*, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

**Life-Threatening Food Allergy**

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities..The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).

- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool–elementary level. Beyond the school day sales of competitive foods are permitted in grades six– twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school–sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

## **COMMUNICATION WITH HEALTH OFFICE**

The school nurse(s) can be reached by phone at 781-455-0480 ext. 238, by dedicated Fax at 781-453-5608, or via e-mail at [rosemary\\_leone@needham.k12.ma.us](mailto:rosemary_leone@needham.k12.ma.us) The school nurse is generally available 15 minutes before school and 30 minutes after school in the health office or by appointment.

## **STUDENT HEALTH RECORDS**

Student health records are maintained to ensure security and privacy. Student health records are part of a student’s temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent. These records are accessible to the student’s parents or guardians and authorized school personnel. Massachusetts’s public health laws provide special confidentiality protections for certain health records. For example, under G.L. c.111, s.70F, a health care provider cannot disclose information about an individual’s AIDS/HIV status without specific, informed, written consent of the individual.

## **FIRE EVACUATION PROCEDURES**

When the fire alarm sounds, students must pay close attention to the staff member for special instructions and directions. The following guidelines must be observed:

1. File out of the room by row quickly and quietly.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet away from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

## **LOCKDOWN**

As part of the school’s emergency planning, we prepare for emergency situations that include moving into lockdown. At Pollard we consider a “lockdown” (or shelter-in-place) as a response that requires all members of our school to remain in the school and out of the main corridors or common areas. There are various reasons as to why we may need to go into lockdown and they include weather emergencies, chemical accidents, or potential threats of violence that could make going outdoors dangerous for students and staff. At the beginning of the year, specific discussions will be held with students regarding expectations about how to respond in such an emergency. We will also run at least two practice drills simulating a lockdown throughout the year. Similar to fire drills, these lockdown drills may or may not be announced to students ahead of time.

## **SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER**

During inclement weather, the Superintendent must decide if conditions will be safe for children to come to school. The following plan will be in effect for inclement weather:

***“No School” Announcement:***

- If the conditions are severe, schools will be canceled. The “No School” announcement will be carried, starting as early as 5:30 a.m., by radio stations WEZE, WBZ, WEEI, WBUR, WRKO; and by television stations Channel 4, Channel 5, Channel 7, and your local Continental Cablevision Channel 13.
- All classes and school activities canceled for the day, including, scheduled adult evening classes, recreation programs, etc.

***“Two-Hour Delay” Announcement:***

- If conditions are almost safe, but the DPW requires extra time to plow the roads or sand the streets, the school day will be shortened.
- The opening of school and all bus pickups will be delayed two hours. In such a situation our building will open at 9:35 a.m. with school officially starting at 9:50 a.m.
- The “Two-Hour Delayed Opening” announcement will be carried by the same radio and television stations outlined above.
- Schools will be dismissed at their regular time, and lunch will be served at the regular times.
- Afternoon dismissals and all other school activities will take place at their regularly scheduled times.
- Parents are reminded not to attempt to send their children to school early on Two-Hour Delay days since the area around the school may not be plowed nor will staff be available to supervise early arrivals.

***Please Note:*** With the potential for a very high volume of calls during such conditions, please do not telephone the school’s main office, or the Police, Fire, or Department of Public Works. In order to receive information about any impact on school operations, please listen to the radio and television stations, log-on to their respective websites and/or check the district’s website for specific information.

## **SCHOOL LIFE**

### **LIBRARY MEDIA CENTER**

At the discretion of a teacher, up to three students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a library pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by the library staff. Students wishing to use the Media Center after school must present an orange after school pass signed by a teacher. Students are expected to conduct themselves appropriately in the media center. No food, drinks, or gum are allowed in the Media Center. Complete information on the media center’s policies, rules, and expectations can be viewed at [http://pollard.needham.k12.ma.us/media\\_center/policies.htm](http://pollard.needham.k12.ma.us/media_center/policies.htm). If you have any questions about the media center’s services and/or materials, please call the library assistant at 781-455-0480, x317.

### **FIELD TRIPS**

Attendance on a school-sponsored trip that is not a part of required class activities is not a student’s right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the principal or grade level administrator, the student’s pattern of behavior is deemed inappropriate or anti-social or potentially disruptive to the planned trip. Please note that field trip money may not be refundable.

### **GUIDANCE**

All students are encouraged to make appointments with their grade level guidance counselor. The counselor’s office is located in the grade level office. Appointments may be made directly with the individual counselor or through the grade level secretary. Counselors meet with students either individually or in small groups to discuss topics of concern. Counselors also meet with parents to discuss topics of concerns regarding their children.



## **SPECIAL EDUCATION SERVICES**

Special education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This program is designed to support the student's access to the general education curriculum. Special education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

## **NEEDHAM COMMUNITY EDUCATION (N.C.E.)**

Pollard is abuzz after school with a wonderful range of engaging enrichment opportunities. Courses are taught by Needham teachers and talented community members and include offerings in the arts, sports, hobbies, science discovery, community service, etc. Offerings are high quality, reasonably priced, and a healthy choice for middle school students.

## **HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (P.T.C.)**

The PTC actively supports the middle school community with volunteers, fund-raising, and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities and to provide grants to teachers and staff. Although High Rock is an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grade) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single *High Rock-Pollard Parent Teacher Council* (PTC) for both schools.

## **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for, and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## **STUDENT COUNCIL**

Under the direction and supervision of faculty advisors, the members of the Pollard Student Council plan activities to enrich school life. The election by the student body of officers and representatives takes place in the fall.

# **CODE OF DISCIPLINE, DISCIPLINE POLICIES, PROCEDURES, REGULATIONS**

## **RATIONALE AND SCOPE**

Pollard Middle School's Code of Discipline is guided by our core values: We dedicate ourselves to cultivating academic excellence, civic responsibility, and the personal growth of each member of our community. The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Students are expected to hold themselves accountable for maintaining conduct that will allow for an appropriate educational environment for all. When students fail to hold themselves accountable, consequences will be imposed, ranging from a discussion with an administrator or teacher to expulsion from school. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

## **STUDENT BEHAVIOR AND EXPECTATIONS**

Students are expected to conduct themselves in a polite and courteous manner, which respects the rights and privileges of all members of the school community. Members of the school community include students, faculty, substitutes, visitors, guests, and all school employees. Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to assemblies, field trips, intramurals, or end-of-year activities. The following reflects the general expectations for all students in order to help ensure we maintain an environment that is conducive to student learning.

### **Pollard Middle School Students are expected to:**

1. Dress in a manner appropriate for school and comply with the school's dress code policy.
2. Address all faculty and staff respectfully and follow all reasonable directions given.
3. Refrain from using profanity.
4. Arrive at all classes on time fully prepared for work with writing implements, books, notebooks, and necessary study materials.
5. Enter each classroom quietly and cooperate with courtesy and respect in a manner outlined by faculty or staff member.
6. Be responsible for all school-owned books, materials, and equipment.
7. Obtain permission before using school and classroom equipment or classmates' materials.
8. Follow and comply with the school's electronic devices rules and expectations.
9. Only eat and drink food in the school cafeteria unless permission has been given by a staff member. Gum is not allowed in school.
10. Help keep the campus clean and take personal responsibility for ensuring that all trash is deposited in appropriate garbage bins or recycling containers.
11. Drop off all medications with the school nurse before school begins or, in her absence, the main office secretary.
12. Receive permission from the principal before selling any items in school. This includes participating in any fundraising efforts.
13. Refrain from snowball throwing on school property.
14. Refrain from riding of bicycles, skateboards, or rollerblading on the patio, the bus loading area, or the front driveway at any time.

## **DRESS CODE**

Students are expected to maintain attire that does not disrupt our school learning environment. Thus, students should adhere to the following examples of appropriate dress:

- Hats or other headgear are not allowed in school.
- Clothes that expose the midriff or that allow undergarments to show (including boxer shorts, bra straps, halter tops, and spaghetti straps) should not be worn in school.
- Beach clothes, cutoffs, pajama bottoms, ripped or torn clothing, or "leggings" are not permitted.
- Skirts and shorts should extend to below the student's fingertips when fully extended.
- Items of clothing with inappropriate graphics will not be permitted, including lewd or vulgar slogans/pictures, alcohol or drug references, sexual innuendoes, or any graphic that may interfere with the educational process.

When a school administrator determines that student dress is disruptive to the school environment, the administrator will speak with the student and may provide appropriate alternative clothes. If the student has not

suitable clothing or chooses not to borrow clothing, then the parent/guardian will be contacted so that appropriate clothing can be brought to school. A student whose clothing is not in compliance with the dress code will not return to class until the requested change has been made.

### **CORRIDOR BEHAVIOR**

In order to establish a climate for courtesy and mutual respect, and for the safety and well being of everyone, students are asked to observe the following:

- Keep to the right side of hallways and stairs whenever possible.
- No running in the corridors or hallways at any time.
- No shoving, pushing, or playing of any kind in the corridor or hallways.
- No yelling, shouting, or abusive language in the school building.
- No banging, slamming, or kicking of locker doors or classroom doors.
- No eating, consuming, or selling food or beverages in the corridors.

### **CAFETERIA RULES & PROCEDURES**

Students have approximately 28 minutes each day to eat lunch in our cafeteria. In order to safely and efficiently provide an enjoyable environment for the number of students that pass through the cafeteria each day the following guidelines are important.

#### *At the beginning of lunch:*

- Prior to arriving at lunch all books, binders, and personal items must be placed in a student's locker or in the classroom he/she is going to next.
- Once students enter the cafeteria those that are buying their lunch should form orderly lines by each door to the serving areas. Once in line students are expected to be respectful and courteous to the cafeteria staff and those other faculty on duty. Wait patiently to make their way through the service area. Students are expected not to “cut” the line.
- Students who will purchase lunch can sit immediately in their assigned seats.
- Students are encouraged to deposit funds in their personal lunch account with a check to speed-up the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents.

#### *During lunch:*

- Students are expected to sit at their assigned tables throughout the entire lunch period.
- The exceptions to this include leaving their seats to buy seconds or to request permission of the supervisor to use the lavatory.
- Students should assume responsibility for the table at which they are seated. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- At the end of lunch, tables must be cleared and cleaned. In addition, the floor area must be left clean and tidy.
- Students must consume or dispose of all food and beverages before leaving the cafeteria.
- A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.

### **ELECTRONIC DEVICES AND CELL PHONES**

The use of paging devices, cell phones, and other personal technologies (with the exception of electronic readers) are prohibited in the school between the hours of 7:35 a.m. and 2:40 p.m. For specific information about electronic readers, please see the AUP policy. Other than electronic readers, such devices should remain out of sight, locked in lockers, and turned off during these hours. Violations of this prohibition will result in disciplinary action. Furthermore, use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording of individual without his/her knowledge) could result in criminal charges under Massachusetts General Laws ch. 272, §99F.

### **USE OF SCHOOL PROPERTY & FACILITIES OUTSIDE OF SCHOOL HOURS**

Students are encouraged to participate in extra curricular activities at Pollard Middle School. Students who remain after school should be under the supervision of a coach or faculty member, or be participating in a school-sponsored activity or project.

Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to discipline. In particular:

- Students who are not supervised will be asked to leave the building.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds, the steps, or in the parking lots.

## **INTERVIEWS AND SEARCHES**

It is the policy of the Needham School Committee that school administrators shall have the authority as deemed necessary to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law. Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

## **STUDENT BEHAVIOR AND EXPECTATIONS**

### **GENERAL INFORMATION**

The rules of the school outlining expectations for student behavior appear in a number of different places throughout this handbook. Every effort is made to help students assume responsibility for managing their own behaviors within the school setting. More difficult matters may be resolved with the help of the parent/guardian, a guidance counselor, the grade level assistant principal, or the principal.

- The assistant principal or principal will make decisions regarding the consequences of a student infraction.
- All incidents will be dealt with on an individual basis.
- All details surrounding an incident will be considered when issuing consequences. Not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that results in disruption to an appropriate environment either at school or to a school-sponsored event could lead to discipline.

### ***Minor Infractions:***

For minor infractions students are generally required to meet with a teacher or administrator after school or to attend detention. Minor infractions include the following:

- Disregard for the rules of the school.
- Discipline referrals from faculty or staff.
- Violations of the school dress code policy.
- Behavior in the corridors and common areas, which does not adhere to the established expectations for conduct.
- Cafeteria misconduct.
- Violation of the electronic devices expectations for the school.

### ***Serious Infractions:***

Infractions of the nature described in the following examples will result in disciplinary action up to and including suspension of up to 10 days or expulsion from school. The administration will determine the consequences for serious infractions of the Code of Discipline.

- \*Repeated minor infractions or habitual disregard of rules
- Forgery and/or cheating
- Repeated truancy
- Refusing to give his/her name to a faculty member or any school department personnel

- Leaving the school building or grounds without authorization while school is in session
- Accumulated detentions not served
- Insubordination
- Throwing objects, including snowballs
- Smoking and/or use of chewing tobacco
- Use of language (written or spoken) that is disruptive to the educational environment
- Theft
- Destruction or defacement of school property
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Violations of the District's Policy Prohibiting Bullying, including cyberbullying, and/or retaliation (see page 32)
- Violations of the District's Policy Prohibiting Hazing (see page 34)
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, or disability
- Threats or intimidation to any student or school department personnel
- Bomb threats/false alarms
- Fire setting/arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other drugs
- Commission of an act that results in serious bodily injury

\*After three short-term suspensions during a school year, a student and parent may be summoned for a meeting with the grade level administrator or principal, who may then make a decision as to the student's readmission and/or whether to initiate procedures for a long term suspension or expulsion.

***Special Note:*** A student who has been suspended whether in-school or out-of-school may not participate in any extra curricular or co-curricular activities until he/she has returned to school and completes a full day of attendance.

## **BUS CONDUCT RULES**

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety. The right of a pupil to school bus transportation is a qualified right dependent on good behavior. In a case where a pupil seriously or continuously misbehaves, parents will be notified by the principal or designee of the school to which the pupil is assigned. The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a pupil's conduct jeopardizes the safety and well being of other students, based upon the assessment of the driver, that pupil may immediately be excluded from the bus.

## **Due Process: Procedures that Apply to Student Discipline**

### **STUDENT RIGHTS REGARDING SHORT TERM SUSPENSIONS (10 DAYS OR LESS)**

The Principal has the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at

home and at work. Parents may contact the school for additional information regarding the suspension prior to a readmission conference.

3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - The reason for the suspension
  - A statement of the effective date and duration of the suspension
  - The student's right to make up schoolwork missed
4. The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

#### **LONG TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L. c. 71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate. When considering expulsion or long term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71, §37H.

#### **CONDUCT WHICH MAY LEAD TO EXPULSION**

Students are subject to expulsion by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H above.) The Principal may seek proceedings before the School Committee to consider expulsion in other circumstances of a serious nature, including, but not limited to those that may result in serious bodily injury.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of

one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

### **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., (“IDEA”) provide eligible students (“students”) with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**SHORT TERM REMOVALS** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student’s disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a “change of placement” as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student’s IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**CHANGE OF PLACEMENT** A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or was the direct result of any failure by the school to implement the IEP.

**RESULTS OF THE MANIFESTATION DETERMINATION** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**EXCEPTION FOR DRUGS, WEAPONS AND SERIOUS INJURY** Regardless of the Team’s decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change

in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at 781-455-0400 x 213.

#### **DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the



student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES AND LAWS RELATING TO SPECIFIC CONDUCT**

### **POLICY ADDRESSING BULLYING**

The Needham Elementary Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

#### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or
- Material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and overt exclusion.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his school work and other school activities.

**Retaliation** involves a student "getting back at" another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

#### **B. Acts of Bullying (including cyber bullying) and Retaliation are Prohibited.**

The Needham Public Schools prohibit bullying (including cyber bullying) and retaliation as defined above both at school and under the following circumstances: on school grounds or any space next to school grounds; at the bus stop or on school buses or any other school vehicle; at any school-sponsored, or school-related activities, functions or programs; through use of any school computers, internet connection or other school based technology; at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

#### **C. How to Report Bullying**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to the guidance counselor or the principal. Students may also report the conduct to a teacher or other school staff member, who will in turn report the incident to the principal. All school personnel are mandated to report any incidents of bullying that they witness. We expect that the community will set a positive

example and not tolerate students who might create unsafe situations for other students. Parents/guardians should report concerns about an incident to the Principal.

#### **D. Addressing Concerns Regarding Bullying**

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students who engage in bullying will be subject to discipline by the Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- missing recess;
- detention;
- mandatory counseling;
- short-term or long-term suspension; and
- expulsion from school.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

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

#### **E. Closing a Complaint Regarding Bullying**

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action:

- Notify the parent or guardian of the aggressor
- Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

*The above language is intended to be consistent with the Needham Public School's Policy JICFB Addressing Bullying. A copy of the complete policy is available on the school's website: [http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)*

#### **POLICY PROHIBITING HAZING**

Students are strictly prohibited from participating in initiation or membership rites in connection with school sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletics and other school sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the Principal or his designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it and fail to report it can expect to be excluded from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

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 section 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 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. (M.G.L. c. 269, §17-19.)

#### **CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 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 or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. 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 expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

#### **FELONY COMPLAINTS AND FELONY CONVICTIONS (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H1/2)**

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

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student’s continued presence

in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 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 (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 and 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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **GUN-FREE POLICY**

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determined by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. §8921

## **CONDUCT WHICH MAY LEAD TO EXPULSION**

Students are subject to expulsion by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H above.) The Principal may seek proceedings before the School Committee to consider expulsion in other circumstances of a serious nature, including, but not limited to those that may result in serious bodily injury.

- \*Possession of a dangerous weapon
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

## LEGAL NOTICES

### NOTICE OF NON-DISCRIMINATION

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

The following persons have been designated the Non-Discrimination/Harassment Coordinators for the District. They are trained to handle inquiries regarding the school district's non-discriminatory policy:

#### **For Parents or Students**

**TOM DENTON**

Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
Fax: (781) 455-0408

#### **For Faculty & Staff**

**TOM CAMPBELL**

Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
Fax: (781) 455-0426

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone 617-289-0111) (TTY: 1-877-521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public School's final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

### POLICY PROHIBITING HARASSMENT

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability. Consistent with our Policy Addressing Bullying, Needham Public Schools

specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.

## **A. DEFINITIONS**

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

Sexual Harassment. Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

## **B. HARASSMENT AND RETALIATION PROHIBITED**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

## **C. REPORTING & INVESTIGATING INCIDENTS OF HARASSMENT**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For Faculty and Staff, notify the Director of Personnel Resources, Tom Campbell at 781-455-0400 x 208. For Parents or Students, contact the Director of Guidance, Tom Denton at 781-455-0800 x 2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at 781-455-0400 x 203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

## **D. STATE AND FEDERAL AGENCIES**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone 617-289-0111) (TTY: 1-877-521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of the alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public School's final disposition on a complaint filed through Needham Public Schools, or

3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

### **DISTRICT MEETINGS, PROGRAMS, ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Development for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

### **STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

(a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However,

Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials. As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

## **PROCESS FOR SCHOOL VOLUNTEERS**

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students will be required to participate in the Criminal Offender Record Information check prior to the volunteer activity. The school secretary will provide the Form to the potential volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The CORI information will be reviewed by the Superintendent or his designee prior to determining whether the individual will be permitted to serve as a volunteer. [For additional information



on procedures to be followed, please see School Committee Policy ADDA-Criminal Offender Record Information (CORI) Policy.]

### **HOMELESS CHILDREN AND YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as “any child or youth without a fixed, regular, and adequate residence.” These students include those who are “doubled up” with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district’s Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781)-455-0400 x213.**

### **RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student’s IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian. Physical restraint is the use of bodily force to limit a student’s freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student’s parents. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at 781-455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>

### **HIGH ROCK & POLLARD ACCEPTABLE USE POLICY: Personal Device Addendum (Optional) Student Owned eReader Devices**

Electronic readers such as Nooks, Kindles, iPods, and iPads can be used in school during independent reading and other times that reading is allowed in school. Students must meet the expectations stated below to be in compliance with the Needham Public Schools Acceptable Use Policy, to protect the school network, as well as their personally owned devices. **These devices are not to be used on the school network for any reason. Use of these devices for voice or text messaging is not allowed, as per school policy.**

These devices may be used in the library, classrooms, and other public areas under the supervision of teachers and staff.

**Expectations:**

- The student/owner must have a signed AUP and follow all conditions and acceptable uses of the network as outlined in the district's Acceptable Use Policy (a document signed by parent or guardian). See document @ [http://rwd1.needham.k12.ma.us/media\\_and\\_technology/Technology%20Plan](http://rwd1.needham.k12.ma.us/media_and_technology/Technology%20Plan).
- The owner of the device is solely responsible for the physical security of the device, even when shared/loaned to another student.
- Student owned devices should NEVER be connected to the school's wired network or any wireless networks in the school.
- While on school property, devices should have their networking capabilities (i.e. Wi-Fi, 3G, etc.) turned off.
- Students should download necessary reading materials prior to arrival at school.
- The owner is solely responsible for providing all necessary equipment such as battery and power supply.
- With permission of a teacher, students may charge their device in a classroom power outlet, not by connecting to a computer.
- School staff will NOT provide technical support or peripheral equipment such as cables or power.

## NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read

the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### SECURITY AND SAFETY:

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.
- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

### PROPERTY:

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.

- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

### COURTESY OR E-MAIL NETIQUETTE:

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

### BEHAVIORS AND CONSEQUENCES:

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Action**

**Approve Minutes of the Meeting of May 7, 2013**

Action Recommended:

**Upon recommendation of the Superintendent that the Needham School Committee approves the minutes of the meetings of May 7, 2013 as submitted.**

Needham School Committee  
Minutes of the Meeting  
May 7, 2013

The Chairman of the School Committee, Joe Barnes, called the meeting to order at 7:02 p.m. Dr. Barnes took a moment to thank former Chairman, Heidi Black for her terrific leadership as Chairman of the Needham School Committee during the school year 2012-2013.

Members of the School Committee present were:

Joe Barnes, Chairman	Marianne Cooley
Michael Greis, Vice Chairman	Susan Neckes
Connie Barr	Kim Marie Nicols
Heidi Black	

Members of the Central Administration present were:

Dan Gutekanst	Terry Duggan
Chris Brumbach	Anne Gulati
Tom Campbell	

Public Comments

Public Comments

The Chairman, Dr. Barnes offered the opportunity for the public to speak to the School Committee on issues not on the agenda. Dr. Barnes stated that the School Committee has received many emails over the past few days concerning the naming of a facility in town in memory of Jerry Wasserman.

The Chairman recognized former Needham Public Schools Superintendent, Stephen Theall. Mr. Theall expressed his support for naming the Hillside Elementary School Library in honor of Jerry Wasserman. Mr. Theall added that he has known Jerry Wasserman for more than 20 years and that Jerry's passion for the school system was evident. Mr. Theall added that Jerry Wasserman was a great friend to the schools and a great friend to the town. Mr. Theall stated that naming a facility in honor of Jerry Wasserman is a fitting tribute to his memory.

The Chairman recognized Bill Oakerman, Town Meeting Member and long time friend of Jerry Wasserman. Mr. Oakerman expressed his appreciation to Stacie Shapiro, Madeline Wolfeld and Debbie Schmill for taking the initiative to bring this request forward. Mr. Oakerman also expressed his appreciation for the many contributions that Jerry Wasserman has made to the schools and the town over the years. Mr. Oakerman stated that he is concerned that this request is moving too quickly and suggested that the School Committee slow down this effort to engage in a careful and thoughtful deliberation. Mr. Oakerman volunteered to sit on an external committee to review this request.

The Chairman recognized Sheila Pransky, former School Committee member and Town Meeting Member. Ms. Pransky expressed her appreciation to Jerry Wasserman's dedication to the schools, noting that he cared deeply about the children of Needham and cared deeply about the town. Ms. Pransky expressed that in his role as a member of the School Committee and as a member of the Board of Selectmen, Jerry Wasserman firmly believed that the children of Needham are the town's most important resource. Ms. Pransky expressed that it is appropriate to name a school facility after Jerry Wasserman more so than any other building in town. Ms. Pransky expressed that she agrees with the suggestion to form an external committee to review this request. Ms. Pransky expressed concern that Hillside School may or may not exist five or ten years from now. Ms. Pransky asked that the School Committee

consider a provision, should the Hillside School not exist, that a comparable space be designated in memory of Jerry Wasserman.

The Chairman recognized Rob Stegman, former Chairman of the Needham Housing Authority Board of Commissioners. Mr. Stegman expressed that he has known Jerry Wasserman for many years and that Jerry Wasserman's dedication to the town is immeasurable. Mr. Stegman stated that he couldn't think of anyone, in the time that he has lived in Needham that deserves this honor more than Jerry Wasserman does.

The Chairman recognized Cliff Hayden. Mr. Hayden expressed his appreciation to the School Committee for their consideration of this request. Mr. Hayden stated that he supports the suggestion to form an external committee to review this request. Mr. Hayden noted that he spoke with Gloria Greis, Director of the Needham Historical Society, regarding the history of facilities that are named after members of the town, and that he believes that the charity of this request is comparable to the history of facilities named for members of the town.

The Chairman recognized Paul Alpert, Town Meeting Member and member of the Needham Conservation Commission. Mr. Alpert expressed that he has known Jerry Wasserman for many years. Mr. Alpert expressed support of naming a facility in town after Jerry Wasserman. Mr. Alpert also expressed his support of the formation of an external committee to review this request.

The Chairman recognized Stacie Shapiro, Madeline Wolfield, and Debbie Schmill. Ms. Shapiro stated that Jerry Wasserman personified what it means to be a public servant. Ms. Shapiro stated that Jerry Wasserman served the town of Needham and its citizenry for many years in different capacities because he loved the community and he wanted to make a difference. Ms. Shapiro read aloud a list of committees Jerry Wasserman served on and noted that in Needham and statewide, Jerry Wasserman has served as a public servant for 89 years. Ms. Shapiro stated that for all the years Jerry Wasserman has given of himself, and for so many other reasons, the citizens of Needham support the School Committee in its recognition of honoring Jerry Wasserman.

The Chairman recognized Dee Springer, former parent of the Hillside School community. Ms. Springer expressed her appreciation of Jerry Wasserman as a member of the Board of Selectmen. Ms. Springer expressed her support of the School Committee in its recognition of honoring Jerry Wasserman.

Dr. Barnes thanked members of the audience for their comments. Dr. Barnes noted that the School Committee would continue its discussion on this request with careful consideration to what is best for the schools and the town.

#### Superintendent's Comments

Superintendent's  
Comments

There were no comments.

#### DICUSSION ITEMS

##### 2012-2013 Pollard Middle School Improvement Plan

2012-2013  
Pollard Middle  
School  
Improvement Plan

Dr. Gutekanst introduced this item. Dr. Gutekanst stated that the Pollard Middle School Council has worked collaboratively this past year to advise Principal Lisa Chen and develop and maintain the School Improvement Plan. Dr. Gutekanst welcomed, Dr. Chen and members of the Pollard Middle School Council.

Dr. Chen introduced members of the Pollard Middle School Council

present at tonight's meeting: Steve Mock, Merle Berman, Carol Sargent, Leslie Smart, Kristin Dollase, and Susan Owen. Dr. Chen and members of the Pollard Middle School Council presented highlights from the Pollard Middle School Improvement Plan focusing on Goal#2: Develop Social, Emotional, Wellness and Citizenship Skills.

Mr. Mock outlined the yearlong work of nine teacher led committees on professional development that addressed the concerns of meeting the needs of struggling learners. Mr. Mock spoke about the training provided by Dr. George Marinakis (district behavioral specialist) on, "Building Capacity to Intervene with Disengaged Students," "Building Capacity to Intervene with Anxious Students," and "Understanding and Teaching Students with Executive Function Challenges," and outlined how this training supported the work of the teacher led committees.

Dr. Chen spoke briefly about student programs at Pollard: Advisory, Anti-bullying, Community Service Learning, Drug Seminar, SALSA- Students Advocating Life without Substance Abuse, and STA Day- Students Take Action. Ms Berman spoke about community service projects and the events that occurred during STA Day. Ms. Berman stated that there is significant research emerging that speaks to academic, leadership, and social emotional learning benefits when students are engaged in community service programming.

Dr. Chen outlined next steps, which involve the development of a new School Improvement Plan with the Pollard Middle School Council. Discussion followed.

The Pollard Middle School Improvement Plan is available online at <http://pollard.needham.k12.ma.us/main>

2013-2014 Elementary and Middle School Handbook Changes

2013-2014  
Elementary and  
Middle School  
Handbook Changes

Dr. Gutekanst introduced this item. Dr. Gutekanst stated that consistent with School Committee policy and Massachusetts General Laws (M.G.L.), the School Committee must review and vote to approve student handbooks at the elementary and secondary level. Dr. Gutekanst stated that Chris Brumbach, Director of Student Development and Program Evaluation would present a brief presentation on proposed changes for the School Committee's consideration and support.

Ms. Christine Brumbach summarized changes and noted the area in each handbook where the changes occur. Discussion followed.

Proposed 2014-2015 School Calendar

Proposed 2014-  
2015 School  
Calendar

Dr. Gutekanst led the discussion on the proposed 2014-2015 School Calendar. Dr. Gutekanst stated that school principals, the Needham Education Association (NEA), and PTC presidents have vetted the proposed 2014-2015 School Calendar. Dr. Gutekanst pointed out that the NEA contract stipulates that school will not begin before Labor Day but will always start after Labor Day unless Labor Day is the 6<sup>th</sup> or 7<sup>th</sup> of September, which would mean that school could start before Labor Day. Dr. Gutekanst noted that the proposed 2014-2015 calendar shows teachers starting school before Labor Day, and that he is engaged in a conversation with the NEA, and that the NEA is surveying their membership on what would work best for them. Dr. Gutekanst noted that should the NEA agree to start school before Labor Day, the NEA would enter into a letter of agreement. Dr. Gutekanst suggested that the School Committee consider moving the November 4th Professional Development Day to August 28<sup>th</sup> and changing November 4<sup>th</sup> from a "No School" day to a

"Delayed Opening" day. Dr. Gutekanst stated that this is the first review of the proposed 2014-2015 academic calendar, adding that the School Committee would be asked to vote on the calendar at a

ACTION ITEMS

Vote on School Choice

Vote on School  
Choice

Upon recommendation of the Superintendent that the Needham School Committee votes not to participate in the School Choice Program (Chapter 76, Section 12b) for the 2013-2014 academic year as required by the 1993 Education Reform Act, due to programmatic and space limitations.

A motion was  
made:

Seconded  
Vote 7-0-0

Approve School Committee Policy DBK: Budget Oversight and Line Item Transfer Revision 3

Approve School  
Committee Policy  
DBK: Budget  
Oversight and  
Line Item  
Transfer  
Revision 3

Upon recommendation of the Superintendent that the Needham School Committee approves School Committee Policy DBK: Budget Oversight and Line Item Transfer Revision 3 as submitted.

A motion was  
made:

Seconded  
Vote 7-0-0

Approve Minutes of the Meetings of April 23, 2013

Approve Minutes  
of the Meetings  
of April 23,  
2013

Upon recommendation of the Superintendent that the Needham School Committee approves the minutes of the meetings of April 23, 2013 as submitted.

A motion was  
made:

Seconded  
Vote 6-0-1

Approve Disposition of Space - Hillside School

Approve  
Disposition of  
Space - Hillside  
School

Upon recommendation of the Superintendent that the Needham School Committee approves the spaces available for disposition in conjunction with a Request for Proposals for an after school program at the Hillside School as submitted.

A motion was  
made:

Seconded  
Discussion  
Vote 7-0-0

Approve FY13 Budget Transfers

Approve FY13  
Budget Transfers

Upon recommendation of the Superintendent that the Needham School Committee approves FY13 budget transfers as submitted.

A motion was  
made:

Seconded  
Vote 7-0-0

Accept Donations

Accept Donations

Upon recommendation of the Superintendent that the Needham School Committee accepts with gratitude donations as submitted.

A motion was  
made:

Seconded  
Discussion  
Vote 7-0-0

School Committee Comments

School Committee  
Comments

Dr. Barr commented on the Needham Community Council's Spring '13 Fashion Show. Dr. Barr stated that models ranged from middle school students to senior citizens. Dr. Barr stated that this was a great event and that the proceeds will benefit the Needham Community Council CAP Program (Child Assault Prevention) and Needham DVAC (Domestic Violence Action Committee).

Dr. Barr spoke about the Child Assault and Prevention Program (CAP). Dr. Barr stated Needham CAP is in need of volunteers. Dr. Barr added that volunteers present workshops in first, third and fifth grade classrooms, working in teams of three, trained



volunteers teach children that they have the right to be Safe, Strong and Free with their friends and peers, when they meet adult strangers, and with those who are trusted to take care of them. Dr. Barr stated that the program has been in Needham for eighteen years. Dr. Barr added that she has done the program for many years, adding that it is a wonderful program and more volunteers are needed. Dr. Barr stated that persons interested in receiving training and becoming a volunteer should contact the Needham Community Council at 781-444-2415 or on line at [www.needhamcommunitycouncil.org](http://www.needhamcommunitycouncil.org).

Ms. Nicols reminded the community that it is teacher appreciation week and encouraged the community to thank a teacher. Ms. Nicols stated that she attended the Vocal Support benefit concert on Saturday, May 4<sup>th</sup> at Needham High School. Ms. Nicols stated that this was a great event with wonderful performances.

Dr. Gutekanst noted that Wednesday, May 8<sup>th</sup> is National School Nurse Day, which will be an opportunity to thank the school nurses for the wonderful job they do in keeping students safe.

Dr. Barnes expressed his appreciation to Superintendent Gutekanst and Central Office for putting together a budget that is clear, transparent and fiscally responsible. Dr. Barnes noted that the budget was overwhelmingly approved by Town Meeting. Dr. Barnes expressed his appreciation for the performance of the Needham High School Chorale at Town Meeting.

A list of all documents used at this School Committee meeting are available at:

A List of Documents

[http://rwd1.needham.k12.ma.us/school\\_committee/Packets](http://rwd1.needham.k12.ma.us/school_committee/Packets) 2012-13

A motion was made on a Roll Call Vote:

At approximately 8:43 p.m., a motion was made on a roll call vote to adjourn the School Committee meeting of May 7, 2013 to enter into Executive Session not to return to public session.

Adjournment

Seconded

Vote 7-0-0

Respectfully submitted by:  
Cheryl Gosmon, Note Taker

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **Action**

**Approve FY13 Budget Transfers**

Action Recommended:

**Upon recommendation of the Superintendent that the Needham School Committee approves FY13 budget transfers as submitted.**

## NEEDHAM SCHOOL COMMITTEE

Agenda Item #: \_\_\_\_\_

Date: May 9, 2013

**Item Title:** FY 2012/13 Budget Transfers

**Item Description:** Transfer of FY13 budget allocations between line items in the following amounts:

Salaries	\$0.00
Purchase of Service	(\$28,008.00)
Expenses	\$28,008.00
Capital Outlay	<u>\$0.00</u>
Net Change:	\$0.00

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBK, the School Committee is empowered to make changes in allocations between line items within its budget, once approved by Town Meeting. The Superintendent, assisted by the Director of Financial Operations, authorizes line item transfer changes of less than \$25,000; the School Committee authorizes changes in excess of \$25,000.

**Recommendation/Options:** The attached line item budget transfers are submitted for approval.

**Rationale:** The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY13 Operating Budget.

School Committee (circle one)

☒ Action      ☐ Information      ☐ Discussion      ☐ Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Director of Financial Operations

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
<b><u>SALARIES</u></b>						
<b>SUBTOTAL SALARIES</b>			-	-	-	
<b><u>PURCHASE OF SERVICE</u></b>						
0001-3040-040-99-1410-099-99-520-020-5380-300-04	Financial Operations	Other Services	-	18,300.00	(18,300.00)	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3141-005-10-2440-099-99-520-020-5341-300-04	Production Center	Postage	-	8,268.00	(8,268.00)	Reallocate from Production Center Postage and Equipment R&M to Other Services, Office Supplies, Other Expenses
0001-3141-005-10-2440-099-99-520-020-5247-300-04	Production Center	Equipment R&M	-	4,124.00	(4,124.00)	Reallocate from Production Center Postage and Equipment R&M to Other Services, Office Supplies, Other Expenses
0001-3141-040-99-1230-099-99-520-020-5380-300-04	Production Center	Other Services	2,684.00	-	2,684.00	Reallocate from Production Center Postage and Equipment R&M to Other Services, Office Supplies, Other Expenses
<b>SUBTOTAL PURCH OF SVC</b>			2,684.00	30,692.00	(28,008.00)	
9,708.00						
<b><u>EXPENSE</u></b>						
0001-3400-005-40-2357-099-99-520-030-5710-300-06	NHS/ Principal	In State Travel	46.06	-	46.06	Reallocate from NHS Out of State Travel to In State Travel and Graduation Expenses
0001-3400-005-40-2440-099-99-520-030-5780-300-06	NHS/ Graduation	All Other Expenses	203.94	-	203.94	Reallocate from NHS Out of State Travel to In State Travel and Graduation Expenses
0001-3400-005-40-2357-099-99-520-030-5720-300-06	NHS/ Principal	Out of State Travel	-	250.00	(250.00)	Reallocate from NHS Out of State Travel to In State Travel and Graduation Expenses
0001-3400-005-40-2357-099-99-520-030-5780-300-06	NHS/ Principal	All Other Expenses	-	288.71	(288.71)	Reallocate from NHS Other Expenses & Office Supplies to Graduation Expenses
0001-3400-040-40-2210-099-99-520-030-5420-300-05	NHS/ Principal	Office Supplies	-	1,206.15	(1,206.15)	Reallocate from NHS Out of State Travel to In State Travel and Other Expenses
0001-3400-005-40-2440-099-99-520-030-5780-300-06	NHS/ Graduation	All Other Expenses	1,494.86	-	1,494.86	Reallocate from NHS Out of State Travel to In State Travel and Other Expenses
0001-3400-005-40-2440-099-99-520-030-5780-300-06	NHS/ Graduation	All Other Expenses	1,941.06	-	1,941.06	Reallocate from Other Student Activity Expenses to Graduation Expenses
0001-3400-040-40-3520-099-99-520-030-5780-300-06	NHS/ Graduation	Other Student Activity Expenses	-	1,941.06	(1,941.06)	Reallocate from Other Student Activity Expenses to Graduation Expenses
0001-3400-005-40-2440-099-99-520-030-5780-300-06	NHS/ Graduation	All Other Expenses	1,524.37	-	1,524.37	Reallocate from Social Studies Supplies to Graduation Expenses
0001-3400-005-40-2430-020-99-520-030-5510-300-05	NHS/ Social Studies	Educational Supplies	-	1,524.37	(1,524.37)	Reallocate from Social Studies Supplies to Graduation Expenses
0001-3400-005-40-2440-099-99-520-030-5780-300-06	NHS/ Graduation	All Other Expenses	1,206.15	-	1,206.15	Reallocate from NHS Office Supplies to Graduation Expenses
0001-3400-040-40-2210-099-99-520-030-5420-300-05	NHS/ Principal	Office Supplies	-	1,206.15	(1,206.15)	Reallocate from NHS Office Supplies to Graduation Expenses
0001-3040-040-99-1410-099-99-520-030-5420-300-05	Financial Operations	Office Supplies	-	790.00	(790.00)	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3040-040-99-1410-099-99-520-030-5710-300-06	Financial Operations	In State Travel	826.00	-	826.00	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3040-040-99-1410-099-99-520-030-5730-300-06	Financial Operations	Dues & Memberships	207.00	-	207.00	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3040-040-99-1410-099-99-520-030-5780-300-06	Financial Operations	Other Expenses	129.00	-	129.00	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3133-005-10-2430-099-99-520-030-5510-300-05	General Supplies & Services	District Paper	17,928.00	-	17,928.00	Reallocate from Financial Ops Services and Office Supplies to Travel, Dues, Other Expenses and General District Paper
0001-3141-040-99-1230-099-99-520-030-5420-300-05	Production Center	Office Supplies	9,034.00	-	9,034.00	Reallocate from Production Center Postage and Equipment R&M to Other Services, Office Supplies, Other Expenses
0001-3141-040-99-1230-099-99-520-030-5780-300-06	Production Center	Other Expense	674.00	-	674.00	Reallocate from Production Center Postage and Equipment R&M to Other Services, Office Supplies, Other Expenses
<b>SUBTOTAL EXPENSE</b>			35,214.44	7,206.44	28,008.00	
<b><u>CAPITAL</u></b>						
<b>SUBTOTAL CAPITAL</b>			-	-	-	
<b>SUBTOTAL</b>			37,898.44	37,898.44	-	

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** May 7, 2013

**Item Title:** **FY 2012/13 Budget Transfers**

**Item Description:** Transfer of FY13 budget allocations between line items in the following amounts:

Salaries	(\$54,937.00)
Purchase of Service	\$22,769.00
Expenses	\$32,168.00
Capital Outlay	<u>\$0.00</u>
Net Change:	\$0.00

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBK, the School Committee is solely empowered to make changes in allocations between line items within its budget, once approved by Town Meeting.

**Recommendation/Options:** Approval of the attached line item budget transfers.

**Rationale:** The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY13 Operating Budget.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Director of Financial Operations

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
<b>SALARIES</b>						
0001-3132-005-21-2353-099-99-520-010-5110-300-01	Curriculum/Broadmeadow	Teacher Reference Materials	-	2,140.00	(2,140.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-22-2353-099-99-520-010-5110-300-01	Curriculum/Eliot	Summer Curriculum Salary	-	2,465.00	(2,465.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-23-2353-099-99-520-010-5110-300-01	Curriculum/Hillside	Summer Curriculum Salary	-	3,853.00	(3,853.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-24-2353-099-99-520-010-5110-300-01	Curriculum/Mitchell	Summer Curriculum Salary	-	1,484.00	(1,484.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-25-2353-099-99-520-010-5110-300-01	Curriculum/Newman	Summer Curriculum Salary	-	1,341.00	(1,341.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-26-2353-099-99-520-010-5110-300-01	Curriculum/High Rock	Summer Curriculum Salary	-	4,608.00	(4,608.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-30-2353-099-99-520-010-5110-300-01	Curriculum/Pollard	Summer Curriculum Salary	-	8,944.00	(8,944.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-40-2353-099-99-520-010-5110-300-01	Curriculum/NHS	Summer Curriculum Salary	-	5,082.00	(5,082.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3410-040-40-3510-099-99-520-010-5130-300-03	Athletics	Coaching Stipends	-	25,020.00	(25,020.00)	Reallocate from Coaching Stipends (Salary) to Contractual Payments for Athletic Trainer Services
	<b>SUBTOTAL SALARIES</b>		-	<b>54,937.00</b>	<b>(54,937.00)</b>	
<b>PURCHASE OF SERVICE</b>						
0001-3010-040-99-1435-099-99-520-020-5300-300-04	School Committee	Legal Settlements	57,890.00	-	57,890.00	Reallocate from SPED Tuition to Legal Settlement
0001-3132-005-10-2451-040-99-520-020-5255-300-04	Curriculum/District	Technology Repair & Maintenance	-	7,739.00	(7,739.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-21-2357-099-99-520-020-5300-300-04	Curriculum/Broadmeadow	Professional Contractual	313.00	-	313.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-22-2357-099-99-520-020-5300-300-04	Curriculum/Eliot	Professional Contractual	313.00	-	313.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-23-2357-099-99-520-020-5300-300-04	Curriculum/Hillside	Professional Contractual	313.00	-	313.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-24-2357-099-99-520-020-5300-300-04	Curriculum/Mitchell	Professional Contractual	313.00	-	313.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-25-2357-099-99-520-020-5300-300-04	Curriculum/Newman	Professional Contractual	313.00	-	313.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-26-2357-099-99-520-020-5300-300-04	Curriculum/High Rock	Professional Contractual	512.00	-	512.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-30-2357-099-99-520-020-5300-300-04	Curriculum/Pollard	Professional Contractual	512.00	-	512.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-40-2357-099-99-520-020-5300-300-04	Curriculum/NHS	Professional Contractual	512.00	-	512.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3150-040-99-1450-099-99-520-020-5524-300-04	Administrative Tech/Info Mgmt.	Instructional Software	-	701.00	(701.00)	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3150-040-99-4400-099-99-520-020-5380-300-04	Administrative Tech/Networking	Other Purchased Services	-	13,656.00	(13,656.00)	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3410-040-40-3510-099-99-520-020-5380-300-04	NHS Athletics	Other Purchased Services	25,020.00	-	25,020.00	Reallocate from Coaching Stipends (Salary) to Contractual Payments for Athletic Trainer Services
0001-3531-010-99-9300-099-99-520-020-5320-300-99	SPED Out of District Tuition	In State Private Tuition	-	57,890.00	(57,890.00)	Reallocate from SPED Tuition to Legal Settlement
0001-3630-040-10-2250-040-99-520-020-5255-300-04	Educational Technology/District	Technology Repair & Maintenance	20,000.00	-	20,000.00	Reallocate from ETC Instructional Hardware Supplies and Media Media Hardware Services to Technology Repair
0001-3631-040-24-2453-045-99-520-020-5380-300-04	Media Services/Mitchell	Media Hardware Services	-	500.00	(500.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-25-2453-045-99-520-020-5380-300-04	Media Services/Newman	Media Hardware Services	-	170.00	(170.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-26-2453-045-99-520-020-5380-300-04	Media Services/High Rock	Media Hardware Services	-	60.00	(60.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-40-2453-045-99-520-020-5380-300-04	Media Services/NHS	Media Hardware Services	-	2,526.00	(2,526.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
	<b>SUBTOTAL PURCH OF SVC</b>		<b>106,011.00</b>	<b>83,242.00</b>	<b>22,769.00</b>	
<b>EXPENSE</b>						
0001-3032-040-99-1220-099-99-520-030-5420-300-05	Program Development	Office Supplies	2,360.00	-	2,360.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3032-040-99-1220-099-99-520-030-5710-300-06	Program Development	In State Travel	-	249.00	(249.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3032-040-99-1220-099-99-520-030-5720-300-06	Program Development	Out of State Travel	-	750.00	(750.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3032-040-99-1220-099-99-520-030-5730-300-06	Program Development	Dues & Memberships	-	198.00	(198.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-10-2357-099-99-520-030-5710-300-06	Curriculum/District	In State Travel	-	919.00	(919.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-10-2357-099-99-520-030-5780-300-06	Curriculum/District	Other Expenses	12,240.00	-	12,240.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-10-2415-099-99-520-030-5512-300-05	Curriculum/District	Teacher Reference Materials	-	2,057.00	(2,057.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-10-2415-099-99-520-030-5512-300-05	Curriculum/District	Teacher Reference Materials	-	7,954.00	(7,954.00)	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3132-005-21-2415-099-99-520-030-5512-300-05	Curriculum/Broadmeadow	Teacher Reference Materials	-	1,338.00	(1,338.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-22-2415-099-99-520-030-5512-300-05	Curriculum/Eliot	Teacher Reference Materials	-	1,338.00	(1,338.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-23-2415-099-99-520-030-5512-300-05	Curriculum/Hillside	Teacher Reference Materials	-	1,338.00	(1,338.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-24-2415-099-99-520-030-5512-300-05	Curriculum/Mitchell	Teacher Reference Materials	-	1,338.00	(1,338.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3132-005-25-2415-099-99-520-030-5512-300-05	Curriculum/Newman	Teacher Reference Materials	-	502.00	(502.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3150-040-99-1450-099-99-520-030-5510-300-05	Administrative Tech/Info Mgmt.	Educational Supplies	21,230.00	-	21,230.00	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3150-040-99-1450-099-99-520-030-5524-300-05	Administrative Tech/Info Mgmt.	Instructional Software	-	5,539.00	(5,539.00)	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3150-040-99-1450-099-99-520-030-5720-300-06	Administrative Tech/Info Mgmt.	Out of State Travel	-	1,134.00	(1,134.00)	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3150-040-99-4450-099-99-520-030-5710-300-06	Administrative Tech/R&M	In State Travel	-	200.00	(200.00)	Reallocate from Admin Tech Network Services, Instr Software, Travel to Educational Supplies
0001-3560-005-21-2410-011-99-520-030-5517-300-05	Reading/Broadmeadow	Teacher Reference Materials	1,955.00	-	1,955.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-21-2415-011-99-520-030-5512-300-05	Reading/Broadmeadow	Teacher Reference Materials	-	272.00	(272.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-21-2430-011-99-520-030-5510-300-05	Reading/Broadmeadow	Educational Supplies	272.00	-	272.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-22-2410-011-99-520-030-5517-300-05	Reading/Eliot	Textbooks	-	1,313.00	(1,313.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-22-2415-011-99-520-030-5512-300-05	Reading/Eliot	Teacher Reference Materials	1,155.00	-	1,155.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-22-2430-011-99-520-030-5510-300-05	Reading/Eliot	Educational Supplies	286.00	-	286.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-23-2410-011-99-520-030-5517-300-05	Reading/Hillside	Textbooks	-	171.00	(171.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-23-2415-011-99-520-030-5512-300-05	Reading/Hillside	Teacher Reference Materials	753.00	-	753.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-23-2430-011-99-520-030-5510-300-05	Reading/Hillside	Educational Supplies	345.00	-	345.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-24-2410-011-99-520-030-5517-300-05	Reading/Mitchell	Textbooks	-	1,313.00	(1,313.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-24-2415-011-99-520-030-5512-300-05	Reading/Mitchell	Teacher Reference Materials	588.00	-	588.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-24-2430-011-99-520-030-5510-300-05	Reading/Mitchell	Educational Supplies	170.00	-	170.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-25-2357-011-99-520-030-5710-300-06	Reading/Newman	In State Travel	567.00	-	567.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-25-2410-011-99-520-030-5517-300-05	Reading/Newman	Textbooks	-	1,838.00	(1,838.00)	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-25-2430-011-99-520-030-5512-300-05	Reading/Newman	Teacher Reference Materials	4,934.00	-	4,934.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3560-005-25-2430-011-99-520-030-5510-300-05	Reading/Newman	Educational Supplies	2,704.00	-	2,704.00	Reallocate from Reading Textbooks and Curriculum Teacher Reference to Reading Ed Supplies and Teacher Reference
0001-3561-005-21-2430-030-99-520-030-5510-300-05	Math/Broadmeadow	Other Expenses	6,005.00	-	6,005.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
0001-3561-005-22-2430-030-99-520-030-5510-300-05	Math/Eliot	Other Expenses	6,005.00	-	6,005.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3561-005-23-2430-030-99-520-030-5510-300-05	Math/Hillside	Other Expenses	6,005.00	-	6,005.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3561-005-24-2430-030-99-520-030-5510-300-05	Math/Mitchell	Other Expenses	6,005.00	-	6,005.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3561-005-25-2430-030-99-520-030-5510-300-05	Math/Newman	Other Expenses	6,005.00	-	6,005.00	Reallocate from Program Development Travel & Dues, Curriculum Summer Salary to Curriculum Professional Contractual & Math Ed Supplies
0001-3631-040-21-2453-045-99-520-030-5523-300-05	Media Services/ Broadmeadow	Hardware Supplies	-	2,150.00	(2,150.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-22-2453-045-99-520-030-5523-300-05	Media Services/ Eliot	Hardware Supplies	-	164.00	(164.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-23-2453-045-99-520-030-5523-300-05	Media Services/ Hillside	Hardware Supplies	-	1,993.00	(1,993.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-24-2453-045-99-520-030-5523-300-05	Media Services/ Mitchell	Hardware Supplies	-	2,501.00	(2,501.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-25-2453-045-99-520-030-5523-300-05	Media Services/ Newman	Hardware Supplies	-	3,723.00	(3,723.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-26-2453-045-99-520-030-5523-300-05	Media Services/ High Rock	Hardware Supplies	-	3,153.00	(3,153.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
0001-3631-040-30-2453-045-99-520-030-5523-300-05	Media Services/ Pollard	Hardware Supplies	-	3,060.00	(3,060.00)	Reallocate from Media Instructional Hardware Supplies and Services to ETC Technology Repair
	<b>SUBTOTAL EXPENSE</b>		<b>79,584.00</b>	<b>47,416.00</b>	<b>32,168.00</b>	
<b>CAPITAL</b>						
			-		-	
			-		-	
	<b>SUBTOTAL CAPITAL</b>		<b>-</b>	<b>-</b>	<b>-</b>	
	<b>SUBTOTAL</b>		<b>185,595.00</b>	<b>185,595.00</b>	<b>-</b>	

**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

Agenda Item:     **School Committee Comments**

Background Information:

**Members of the School Committee will have an opportunity to report on events, information, and matters of interest not on the agenda.**

Action Recommended:

**Report only**

Members of the School Committee available for comment:

**Joseph Barnes  
Connie Barr  
Heidi Black  
Marianne Cooley  
Michael Greis  
Susan Neckes  
Kim Marie Nicols**



**Needham School Committee  
Needham, Massachusetts 02492  
May 21, 2013**

**Agenda Item:**

**Information Items**

- **2012 MetroWest Adolescent Health Survey Reports**
- **FY13 Budget Transfers**
- **Disposal of Surplus Items**



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**Needham Public Schools** • 1330 Highland Avenue • Needham, Massachusetts 02492

Christine Brumbach, Director of Student Development and Program Evaluation

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To: Superintendent Gutekanst and School Committee members  
From: Chris Brumbach  
Date: May 21, 2013

I am forwarding for your information three reports from the MetroWest Adolescent Health Survey administration that was completed in the fall, 2012.

Key Indicator Report for Needham Public Schools 2012  
MetroWest Region Middle School Report 2012  
MetroWest Region High School Report 2012

Please be advised that these Reports provide data on key behavioral indicators that were surveyed in grades 7-12 in Needham and in MetroWest. The Reports include three tables:

Trends from 2006 to 2012  
2012 Behavioral Indicators by Gender  
2012 Behavioral Indicators by Grade

The district anticipates receiving a full and comprehensive report by the end of the school year. In the fall, Dr. Kathy Pinkham, Dianne Simmons and I will present those results to you in a formal presentation.



## MetroWest Adolescent Health Survey

Informing data driven school and community  
health policies and practices

[metrowestsurvey.org](http://metrowestsurvey.org)

# KEY INDICATOR REPORT

# NEEDHAM PUBLIC SCHOOLS

## 2012

**METROWEST  
HEALTH  
FOUNDATION**

Funded by:  
MetroWest Health Foundation



Submitted by:  
Education Development Center, Inc.  
Health & Human Development Division

***Spring 2013***



# Key Indicators from the 2012 MetroWest Adolescent Health Survey Needham Public Schools

## BACKGROUND AND SUMMARY OF METHODOLOGY

2012 marked the fourth administration of the MetroWest Adolescent Health Survey (MWHAS), an important initiative of the MetroWest Health Foundation (MHF) that supports community efforts to improve the health of youth in the region. Since 2006, the MWAHS has been administered every other year to monitor trends in health and risk behaviors and identify emerging health issues at the local and regional levels.

For the first time in 2012, the survey included all 25 communities served by the MHF. With over 40,000 students surveyed, this regional census is one of the largest adolescent health surveys in the country. The findings are widely used by schools and communities to improve policies and programs, inform prevention efforts, and set priorities for achieving a healthier youth population.

In Needham, the 2012 MWAHS was administered to middle school students in grades 7 through 8 and high school students in grades 9 through 12. As in previous survey waves, local procedures were followed to inform parents of the survey and give them the choice to opt out their child(ren). Students were also informed that their participation was voluntary and that no names or other identifying information were being collected. Data collection at each school was guided by a protocol that protected the privacy of students' responses.

Student surveys were obtained from:

- 787 students in grades 7 through 8, representing 95% of youth.
- 1403 students in grades 9 through 12, representing 90% of youth.

## INSIDE THIS BOOKLET

This booklet provides your district data on key behavioral indicators from both middle school and high school surveys. There are three tables that summarize middle school data and three tables that summarize high school data. These tables present:

- **Trends from 2006 to 2012** – These tables provide district-level data for each survey wave in which your district has participated since 2006. *(Please note: At the middle school level, trend data is restricted to 7th and 8th grades because 6th grade was not surveyed in 2006.)*
- **2012 Behavioral Indicators by Gender** – These tables display data for males and females separately. *(Please note: If your middle school survey included 6<sup>th</sup> grade in 2012, the data in this table will reflect all students in grades 6 through 8).*
- **2012 Behavioral Indicators by Grade** – These tables display data for each grade separately.

This booklet provides data to support communities as they review priorities and develop action plans to improve adolescent health and wellbeing. To further inform local efforts, as in past survey waves, a customized and comprehensive report will be provided later this spring. This comprehensive report will include findings on all additional measures in your district's survey, including any 2012 optional items that were selected.

# **MIDDLE SCHOOL KEY INDICATORS**

**2006-2012 Trends**

**2012 Gender Patterns**

**2012 Grade Patterns**

## Needham Middle School (Grades 7-8)

### 2006-2012 Trends in Key Indicators\*

	Year of Survey (%)			
	2006 (654)	2008 (653)	2010 (772)	2012 (787)
<b>SUBSTANCE USE</b>				
Lifetime cigarette smoking	6.9	6.6	5.7	5.5
Current cigarette smoking (past 30 days)	3.4	2.0	2.0	1.6
Lifetime alcohol use	19.7	19.8	14.8	13.6
Current alcohol use (past 30 days)	8.1	6.3	6.4	6.2
Binge drinking (past 30 days) <sup>†</sup>	2.3	2.0	2.0	0.9
Rode with driver who had been drinking (lifetime)	14.9	15.8	15.5	12.5
Lifetime marijuana use	3.5	3.3	4.3	3.5
Current marijuana use (past 30 days)	2.6	2.0	3.0	1.9
Lifetime inhalant use	13.4	6.8	7.1	3.3
<b>VIOLENCE</b>				
Physical fighting (lifetime)	45.4	42.3	36.9	39.3
Physical fighting on school property (lifetime)	20.3	14.9	12.3	9.5
Carried a weapon (lifetime)	12.6	10.9	8.8	10.8
Carried weapon on school property (lifetime)	2.8	2.5	1.2	1.3
<b>BULLYING VICTIMIZATION</b>				
Bullying victim (past 12 months)	46.1	46.4	30.4	22.2
Bullying victim on school property (past 12 months)	41.0	41.6	24.1	16.5
Cyberbullying victim (past 12 months)	17.3	14.9	11.5	14.6
<b>MENTAL HEALTH</b>				
Life "very" stressful (past 30 days)	12.4	10.2	10.6	10.2
Depressive symptoms (past 12 months)	12.8	9.4	8.5	8.6
Self-injury (past 12 months)	4.5	5.6	4.4	4.9
Considered suicide (lifetime)	8.0	7.6	8.1	8.1
Attempted suicide (lifetime)	2.5	1.7	1.7	1.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>				
Exercised for ≥20 minutes on 3 or more days/week	81.3	83.3	81.7	83.7
Overweight or obese <sup>‡</sup>	16.3	12.8	14.8	16.8

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## Needham Middle School (Grades 7-8)

### 2012 Gender Patterns for Key Indicators\*

	Gender (%)		Total (%)
	Female (389)	Male (392)	(787)
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	4.4	6.7	5.5
Current cigarette smoking (past 30 days)	2.1	1.0	1.6
Lifetime alcohol use	11.9	15.1	13.6
Current alcohol use (past 30 days)	5.2	7.1	6.2
Binge drinking (past 30 days) <sup>†</sup>	1.3	0.5	0.9
Rode with driver who had been drinking (lifetime)	12.7	12.6	12.5
Lifetime marijuana use	2.6	4.5	3.5
Current marijuana use (past 30 days)	2.1	1.8	1.9
Lifetime inhalant use	3.4	3.3	3.3
<b>VIOLENCE</b>			
Physical fighting (lifetime)	23.1	55.5	39.3
Physical fighting on school property (lifetime)	2.8	16.1	9.5
Carried a weapon (lifetime)	3.6	18.2	10.8
Carried weapon on school property (lifetime)	0.3	2.3	1.3
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	24.8	19.4	22.2
Bullying victim on school property (past 12 months)	17.8	15.2	16.5
Cyberbullying victim (past 12 months)	20.6	8.8	14.6
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	14.0	6.4	10.2
Depressive symptoms (past 12 months)	10.9	5.9	8.6
Self-injury (past 12 months)	6.0	3.3	4.9
Considered suicide (lifetime)	10.1	5.6	8.1
Attempted suicide (lifetime)	1.0	1.5	1.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥20 minutes on 3 or more days/week	83.0	84.5	83.7
Overweight or obese <sup>‡</sup>	11.6	21.8	16.8

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data



## Needham Middle School (Grades 7-8)

### 2012 Grade Patterns for Key Indicators\*

	<b>Grade (%)</b>		<b>Total (%)</b>
	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	
	<b>(400)</b>	<b>(387)</b>	<b>(787)</b>
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	3.0	8.2	5.5
Current cigarette smoking (past 30 days)	0.5	2.6	1.6
Lifetime alcohol use	9.6	17.6	13.6
Current alcohol use (past 30 days)	4.1	8.4	6.2
Binge drinking (past 30 days) <sup>†</sup>	0.5	1.3	0.9
Rode with driver who had been drinking (lifetime)	10.1	15.1	12.5
Lifetime marijuana use	0.8	6.3	3.5
Current marijuana use (past 30 days)	0.0	3.9	1.9
Lifetime inhalant use	3.5	3.1	3.3
<b>VIOLENCE</b>			
Physical fighting (lifetime)	40.6	38.0	39.3
Physical fighting on school property (lifetime)	10.6	8.4	9.5
Carried a weapon (lifetime)	9.6	12.1	10.8
Carried weapon on school property (lifetime)	1.0	1.6	1.3
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	22.9	21.5	22.2
Bullying victim on school property (past 12 months)	18.8	14.1	16.5
Cyberbullying victim (past 12 months)	14.6	14.5	14.6
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	8.9	11.6	10.2
Depressive symptoms (past 12 months)	9.1	8.1	8.6
Self-injury (past 12 months)	4.8	4.9	4.9
Considered suicide (lifetime)	7.8	8.3	8.1
Attempted suicide (lifetime)	2.0	0.5	1.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥20 minutes on 3 or more days/week	83.5	84.0	83.7
Overweight or obese <sup>‡</sup>	16.7	16.9	16.8

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

# **HIGH SCHOOL KEY INDICATORS**

**2006-2012 Trends**

**2012 Gender Patterns**

**2012 Grade Patterns**

## Needham High School (Grades 9-12)

### 2006-2012 Trends in Key Indicators\*

	Year of Survey (%)			
	2006 (1,281)	2008 (1,285)	2010 (1,326)	2012 (1,403)
<b>SUBSTANCE USE</b>				
Lifetime cigarette smoking	29.1	28.3	17.9	16.8
Current cigarette smoking (past 30 days)	12.9	10.3	6.7	5.5
Lifetime alcohol use	66.1	63.5	55.8	55.1
Current alcohol use (past 30 days)	45.2	43.5	36.4	34.9
Binge drinking (past 30 days) <sup>†</sup>	27.7	25.0	23.0	21.3
Rode with driver who had been drinking (past 30 days)	23.5	21.1	17.7	15.1
Lifetime marijuana use	35.2	33.3	32.4	28.0
Current marijuana use (past 30 days)	24.8	23.7	22.9	19.4
Lifetime prescription drug misuse <sup>‡</sup>	10.5	7.4	6.5	4.6
<b>VIOLENCE</b>				
Physical fighting (past 12 months)	20.3	20.6	17.0	12.8
Physical fighting on school property (past 12 months)	6.9	6.3	5.0	4.1
Carried a weapon (past 30 days)	4.7	5.2	3.9	4.7
Carried a weapon on school property (past 30 days)	2.4	2.9	2.3	2.5
<b>BULLYING VICTIMIZATION</b>				
Bullying victim (past 12 months)	29.0	31.7	28.4	20.1
Bullying victim on school property (past 12 months)	25.1	27.3	24.2	15.7
Cyberbullying victim (past 12 months)	15.1	17.9	18.2	15.9
<b>MENTAL HEALTH</b>				
Life "very" stressful (past 30 days)	32.4	25.4	25.2	26.8
Depressive symptoms (past 12 months)	19.5	18.0	16.6	14.1
Self-injury (past 12 months)	11.4	12.2	12.0	12.5
Considered suicide (past 12 months)	11.2	9.5	10.2	10.3
Attempted suicide (past 12 months)	3.2	3.5	2.2	3.3
<b>SEXUAL BEHAVIOR</b>				
Lifetime sexual intercourse	21.3	21.1	20.3	18.8
Currently sexually active (past 3 months)	15.9	17.4	16.2	15.0
Condom use at last intercourse (among sexually active youth)	64.8	72.2	75.2	66.5
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>				
Exercised for ≥60 minutes on 5 or more days/week	33.8	36.4	45.3	57.5
Overweight or obese <sup>§</sup>	16.8	16.8	14.9	15.7

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## Needham High School (Grades 9-12)

### 2012 Gender Patterns for Key Indicators\*

	<b>Gender (%)</b>		<b>Total (%)</b>
	<b>Female</b> (715)	<b>Male</b> (671)	(1,403)
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	13.7	20.1	16.8
Current cigarette smoking (past 30 days)	3.5	7.7	5.5
Lifetime alcohol use	55.1	55.1	55.1
Current alcohol use (past 30 days)	35.2	35.1	34.9
Binge drinking (past 30 days) <sup>†</sup>	19.4	23.6	21.3
Rode with driver who had been drinking (past 30 days)	13.1	17.5	15.1
Lifetime marijuana use	22.6	34.0	28.0
Current marijuana use (past 30 days)	15.5	24.0	19.4
Lifetime prescription drug misuse <sup>‡</sup>	3.2	6.2	4.6
<b>VIOLENCE</b>			
Physical fighting (past 12 months)	6.6	19.7	12.8
Physical fighting on school property (past 12 months)	1.4	7.2	4.1
Carried a weapon (past 30 days)	1.8	7.8	4.7
Carried a weapon on school property (past 30 days)	1.3	3.9	2.5
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	22.3	17.4	20.1
Bullying victim on school property (past 12 months)	17.1	14.1	15.7
Cyberbullying victim (past 12 months)	19.6	11.6	15.9
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	36.8	15.5	26.8
Depressive symptoms (past 12 months)	18.9	8.7	14.1
Self-injury (past 12 months)	17.2	7.8	12.5
Considered suicide (past 12 months)	12.8	7.6	10.3
Attempted suicide (past 12 months)	4.4	2.1	3.3
<b>SEXUAL BEHAVIOR</b>			
Lifetime sexual intercourse	17.7	19.7	18.8
Currently sexually active (past 3 months)	14.6	15.7	15.0
Condom use at last intercourse (among sexually active youth)	67.6	65.0	66.5
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥60 minutes on 5 or more days/week	54.3	60.9	57.5
Overweight or obese <sup>§</sup>	11.7	20.1	15.7

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## Needham High School (Grades 9-12)

### 2012 Grade Patterns for Key Indicators\*

	Grade (%)				Total (%)
	9 <sup>th</sup> (402)	10 <sup>th</sup> (376)	11 <sup>th</sup> (321)	12 <sup>th</sup> (296)	(1,403)
<b>SUBSTANCE USE</b>					
Lifetime cigarette smoking	11.1	18.3	15.6	23.8	16.8
Current cigarette smoking (past 30 days)	3.0	5.9	5.7	7.8	5.5
Lifetime alcohol use	38.2	49.9	63.5	75.9	55.1
Current alcohol use (past 30 days)	20.8	31.7	42.0	50.5	34.9
Binge drinking (past 30 days) <sup>†</sup>	10.4	17.7	23.6	38.0	21.3
Rode with driver who had been drinking (past 30 days)	14.4	13.9	12.9	19.9	15.1
Lifetime marijuana use	14.1	24.5	31.1	48.5	28.0
Current marijuana use (past 30 days)	8.6	19.8	21.8	31.2	19.4
Lifetime prescription drug misuse <sup>‡</sup>	3.0	3.2	5.7	7.1	4.6
<b>VIOLENCE</b>					
Physical fighting (past 12 months)	14.1	12.6	10.1	14.0	12.8
Physical fighting on school property (past 12 months)	6.0	4.0	2.5	3.7	4.1
Carried a weapon (past 30 days)	4.3	4.5	2.8	7.1	4.7
Carried a weapon on school property (past 30 days)	2.0	2.7	2.8	2.4	2.5
<b>BULLYING VICTIMIZATION</b>					
Bullying victim (past 12 months)	20.7	22.0	14.9	22.5	20.1
Bullying victim on school property (past 12 months)	17.5	15.7	11.6	17.6	15.7
Cyberbullying victim (past 12 months)	15.1	17.8	12.6	18.0	15.9
<b>MENTAL HEALTH</b>					
Life "very" stressful (past 30 days)	16.5	20.4	33.2	41.6	26.8
Depressive symptoms (past 12 months)	9.1	16.9	16.4	15.1	14.1
Self-injury (past 12 months)	8.1	16.0	11.6	15.5	12.5
Considered suicide (past 12 months)	6.5	12.6	10.6	12.0	10.3
Attempted suicide (past 12 months)	2.3	5.4	3.5	1.7	3.3
<b>SEXUAL BEHAVIOR</b>					
Lifetime sexual intercourse	8.8	9.9	21.1	40.4	18.8
Currently sexually active (past 3 months)	6.3	8.6	17.8	32.2	15.0
Condom use at last intercourse (among sexually active youth)	56.0	71.0	66.7	68.5	66.5
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>					
Exercised for ≥60 minutes on 5 or more days/week	59.5	60.5	55.5	52.8	57.5
Overweight or obese <sup>§</sup>	17.4	15.6	13.3	16.2	15.7

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

This report was prepared by the Health and Human Development Division at Education Development Center, Inc. (EDC) in Waltham, MA. For technical assistance in interpreting and utilizing the MWAHS data, please contact:

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## MetroWest Adolescent Health Survey

Informing data driven school and community  
health policies and practices

[metrowestsurvey.org](http://metrowestsurvey.org)

# HIGHLIGHTS FROM THE METROWEST ADOLESCENT HEALTH SURVEY

## METROWEST REGION MIDDLE SCHOOL REPORT

### 2012

**METROWEST  
HEALTH  
FOUNDATION**

Funded by:  
MetroWest Health Foundation



Submitted by:  
Education Development Center, Inc.  
Health & Human Development Division

***Spring 2013***

# Highlights from the 2012 MetroWest Adolescent Health Survey MetroWest Region Middle School Report

## Background and Methodology

2012 marked the fourth administration of the MetroWest Adolescent Health Survey (MWHAS), an important initiative of the MetroWest Health Foundation (MHF) that supports community efforts to improve the health of youth in the region. Since 2006, the MWAHS has been administered every other year to monitor trends in health and risk behaviors and identify emerging health issues at the local and regional levels.

For the first time in 2012, the survey included all 25 communities served by the MHF. With over 40,000 students surveyed, this regional census is one of the largest adolescent health surveys in the country. The findings are widely used by schools and communities to improve policies and programs, inform prevention efforts, and set priorities for achieving a healthier youth population.

The 2012 middle school MWAHS was administered to a census of students in grades 7 and 8 in all 24 school districts in the region that contain middle schools. 14 school districts chose to include 6<sup>th</sup> grade students; these findings are described in a separate report. As in previous survey waves, local procedures were followed to inform parents of the survey and give them the choice to opt out their child(ren). Students were also informed that their participation was voluntary and that no names or other identifying information were being collected. Data collection at each school was guided by a protocol that protected the privacy of students' responses.

In total, 12,224 students in grades 7 and 8 completed the 2012 survey, representing over 90% of the youth in the 24 school districts. The data allow for an examination of behavioral trends across four time points from 2006 to 2012. This report summarizes current youth behaviors on key health indicators in the areas of substance use, violence, bullying, mental health, and physical activity. Current data from 2012 is provided by gender and grade, and trends over the four waves of the MWAHS are highlighted.



# Substance Use

## CIGARETTE SMOKING

*Few middle school youth are initiating smoking. After declining from 10% in 2006 to 6% in 2010, reports of lifetime smoking remained at 6% in 2012.*

- Current cigarette smoking (in the past 30 days) decreased from 4% in 2006 to 2% in 2010 and remained at 2% in 2012. This trend was similar for both females and males.
- Reports of lifetime smoking are slightly higher among males (7%) compared with females (5%).
- Initiation of smoking doubles from 4% in 7<sup>th</sup> grade to 8% in 8<sup>th</sup> grade.
- Fewer MetroWest middle school youth report smoking compared with Massachusetts youth: For example, fewer than half as many MetroWest 8<sup>th</sup> grade youth have smoked a cigarette in their lifetime (6%) compared with Massachusetts 8<sup>th</sup> grade youth (16%).<sup>1</sup>

## ALCOHOL USE AND DRINKING AND DRIVING

*Alcohol use among middle school youth remained steady from 2010 to 2012. After decreasing substantially from 22% in 2006 to 13% in 2010, 12% of youth reported lifetime drinking in 2012.*

- Current drinking (in the past 30 days) follows a similar pattern: Reports of current drinking decreased from 9% in 2006 to 5% in 2010, and remained at 5% in 2012.
- Alcohol use was steady from 2010 to 2012 among both females and males.
- Reports of riding in a car with a driver who had been drinking decreased from a high of 21% in 2008 to 15% in 2010; in 2012, 14% of youth reported being at risk.
- The proportion of students who reported binge drinking has remained low since 2006. In 2012, only 1% of middle school youth reported binge drinking. (Binge drinking is defined as consuming five or more drinks in a row on one or more occasions in the past 30 days.)
- More males than females initiate alcohol use in middle school (14% vs. 11%). Current drinking is similar among males and females.
- Initiation of drinking doubles from 8% in 7<sup>th</sup> grade to 17% in 8<sup>th</sup> grade, and current alcohol use also doubles from 3% to 7%.
- Riding in a car with a driver who had been drinking also increases by grade, from 11% in 7<sup>th</sup> grade to 17% in 8<sup>th</sup> grade.
- MetroWest middle school youth report less alcohol use than youth statewide: For example, 7% of 8<sup>th</sup> grade youth in the MetroWest region report current alcohol use, compared with 14% of 8<sup>th</sup> grade youth statewide.<sup>1</sup>

## MARIJUANA USE

*Reports of lifetime marijuana use among MetroWest middle school students have remained steady at 4-5% since 2006.*

- Current marijuana use (in the past 30 days) has also remained steady at 2-3%.
- Initiation of marijuana use is higher among males than females: 5% of males have tried marijuana in their lifetime, compared with 3% of females.
- There is a notable increase in reports of marijuana use in middle school: From 7<sup>th</sup> grade to 8<sup>th</sup> grade, lifetime marijuana use increases from 2% to 6%, and current use increases from 1% to 4%.
- Fewer MetroWest middle school youth are using marijuana than youth in Massachusetts: Among 8<sup>th</sup> grade youth, lifetime marijuana use was lower in the MetroWest region (6%) compared with the state (15%).
- The steady use of marijuana use among middle school youth in the region is consistent with recent statewide data, which also shows little variation in recent years.

## INHALANT USE

*Use of inhalants has steadily decreased: 4% of youth reported lifetime inhalant use in 2012, compared with 8% in 2006.*

- The decline in inhalant use was notable among females (from 8% in 2006 to 4% in 2012) and males (from 9% to 5%). (Inhalant use is defined as sniffing glue, breathing the contents of spray cans, or inhaling any paints or sprays to get high.)
- Reports of inhalant use increase from 3% in 7<sup>th</sup> grade to 5% in 8<sup>th</sup> grade.
- The decrease in inhalant use in the MetroWest region is consistent with national data on 8<sup>th</sup> grade youth from the Monitoring the Future survey.<sup>2</sup>

## Violence

*Fighting has declined steadily among middle school youth, from 45% in 2006 to 35% in 2012. Weapon carrying decreased from 18% in 2006 to 14% in 2010, but did not change notably in 2012.*

### PHYSICAL FIGHTING

- Physical fighting is lower among both genders: Lifetime reports decreased from 62% in 2006 to 50% in 2012 among males, and from 26% to 20% among females.
- Reports of fighting on school property decreased by half, from 19% in 2006 to 10% in 2012. The decrease was substantial among both males (from 30% in 2006 to 16% in 2012) and females (from 8% to 4%).
- Despite these decreases, reports of fighting remain much higher among males than females.
- The proportion of youth who report fighting on school property in their lifetime increases from 8% in 7<sup>th</sup> grade to 12% in 8<sup>th</sup> grade.

## WEAPON CARRYING

- Weapon carrying declined from 18% in 2006 to 14% in 2010; in 2012, 15% of youth reported that they had carried a weapon in their lifetime.
- Weapon-carrying on school property has been low since 2006. Only 1% of youth reported that they had ever carried a weapon at school in 2012.
- Consistent with gender patterns for physical fighting, weapon-carrying is substantially higher among males (24%) compared with females (6%).
- Lifetime reports of carrying a weapon increase from 14% in 7<sup>th</sup> grade to 17% in 8<sup>th</sup> grade.

## Bullying and Cyberbullying

*Fewer students are reporting school bullying, but not cyberbullying. After peaking in 2008 at 43%, reports of school bullying victimization steadily decreased to 27% in 2012. In contrast, reports of cyberbullying victimization remained steady at 16-17% since 2006.*

### BULLYING

- Reports of overall bullying victimization in the past 12 months also decreased, from a high of 49% in 2008 to 32% in 2012.
- School bullying is substantially lower among both genders. From 2008 to 2012, reports of school bullying decreased from 45% to 30% among females, and from 41% to 23% among males.
- More females than males continue to report bullying victimization overall (37% vs. 27%) and on school property (30% vs. 23%).
- 13% of youth report bullying someone else in the past year, with similar reports among females (12%) and males (13%).
- Reports of bullying in general and on school property are similar in 7<sup>th</sup> and 8<sup>th</sup> grades.
- Many bullying victims do not seek help from adults: Among students who were bullied at school in the past year, just over one-third (37%) had talked to a school adult and half (54%) had talked to a parent or other adult outside of school about being bullied.
- More than one-third of youth (39%) have intervened as bystanders by trying to stop a student from bullying someone else at school, and 16% have told an adult at school that someone else was being bullied.
- Reports of overall bullying victimization are similar among 8<sup>th</sup> grade youth in MetroWest and across the state.

### CYBERBULLYING

- Reports of cyberbullying victimization in the past 12 months have remained similar since 2006 at 16-17%.
- Cyberbullying continues to be a particular problem for females. Reports of cyberbullying victimization are now twice as high among females (22%) as males (11%).
- 6% of youth report cyberbullying someone else in the past year. Reports of cyberbullying perpetration are higher among females compared with males (7% vs. 5%).
- Cyberbullying victimization increases by grade, from 15% in 7<sup>th</sup> grade to 18% in 8<sup>th</sup> grade.

- The majority of cyberbullying victims do not seek help from adults: Among students who were cyberbullied, only 18% had talked to an adult at school and 35% had talked to a parent or other adult outside of school.
- 13% of youth have tried to stop a student from cyberbullying someone else. Twice as many females as males (17% vs. 9%) have tried to intervene in this way as active bystanders.
- Reports of cyberbullying victimization among 8<sup>th</sup> grade youth are slightly higher in MetroWest (17%) compared with the state (15%).

## Mental Health

*Overall reports of mental health problems among MetroWest middle school youth have remained similar since 2006. In 2012, 13% of youth reported feeling depressive symptoms in the past year, and 11% had seriously considered suicide in their lifetime.*

- 13% of youth reported feeling “very” stressed in the past 30 days, with no notable change in reports of stress since 2006.
- Reports of depressive symptoms were steady at 13% from 2010 to 2012 after declining from 16% in 2006. (Depressive symptoms are defined as feeling sad or hopeless almost every day for two or more weeks during the past 12 months).
- 8% of youth reported self-injury in the past 12 months, with little change since 2006. (Self-injury is defined as cutting, burning, or bruising oneself on purpose in the past 12 months).
- Suicidality has remained steady: Since 2006, reports of seriously considering suicide fell in the range of 9-11%, and reports of suicide attempts were steady at 3%.
- Mental health problems continue to be much higher among females than males. In 2012, more females reported depressive symptoms (17% compared with 9%), self-injury (11% compared with 4%), and seriously considering suicide (13% compared with 7%).
- Reports of stress, depressive symptoms, self-injury, and suicidality increase by grade. By 8<sup>th</sup> grade, 13% of youth report they have seriously considered suicide in their lifetime, and 4% have attempted suicide.
- 10% of youth have talked to a parent/adult outside of school about feeling sad or hopeless, or having thoughts about hurting themselves in the past 12 months. Half as many youth (5%) have spoken to a teacher or other adult at school, and 3% have talked to a doctor, nurse, or health care provider.

# Physical Activity, Nutrition, and Body Weight

*Overall physical activity levels and overweight/obesity have remained similar from 2006 to 2012. In 2012, four out of five students (80%) reported engaging in vigorous physical activity on 3 or more days per week, and one in five youth (19%) were overweight or obese.*

## PHYSICAL ACTIVITY

- Reports of vigorous physical activity on three or more days per week were lowest in 2010 at 77%, but then increased to 80% in 2012.
- Reports of playing on a sports team have also increased, from 73% in 2006 to 79% in 2012.
- More males (83%) than females (78%) reported being physically active on three or more days a week.
- Reports of physical activity are similar in 7<sup>th</sup> and 8<sup>th</sup> grades.
- While the majority of students report vigorous physical activity on 3 or more days per week, 33% of youth (including 32% of females and 34% of males) report spending three or more hours a day on “screen time” that is not for school or homework. This may be an indicator of unhealthy sedentary behavior, as well as an opportunity for becoming involved in cyberbullying.

## NUTRITION

- There have been substantial declines in reports of unhealthy food consumption since 2006. Reports of consuming fast food on the day prior to the survey decreased from 31% in 2006 to 14% in 2012, and reports of non-diet soda consumption decreased from 51% to 37%.
- During this time, fruit and vegetable consumption did not change notably, with 81% reporting at least one serving of fruit on the day before the survey, and a similar proportion (80%) reporting at least one serving of vegetables or green salad.

## BODY WEIGHT

- The proportion of youth who were overweight or obese was similar at 19-20% since 2006. (Reports of overweight/obesity are based on self-reported height and weight, which is used to calculate body mass index. Overweight/obesity is defined as being in the 85<sup>th</sup> percentile or above for body mass index by age and gender, based on reference data.)
- Males are more likely than females to be overweight/obese (23% compared with 15%).
- Similar proportions of youth in 7<sup>th</sup> and 8<sup>th</sup> grades are overweight/obese.

## Conclusions

The 2012 middle school survey has documented a number of important findings that can inform regional and local policies, practices, and programming.

There has been notable progress in several key areas:

- There were substantial declines in cigarette smoking and alcohol use that occurred from 2006 to 2010, and were maintained in 2012. The low levels of these substances being used in the region represent substantial progress that has occurred alongside local and regional efforts to address youth substance use.
- Fewer students are reporting physical fighting, with reports of fighting on school property cut in half since 2006.
- Reports of bullying on school property have also decreased substantially since 2008. This coincides with the passing of the Massachusetts anti-bullying legislation in 2010, although there may be many factors that influence students' reports of school bullying victimization.

The following behaviors have been stable in recent years:

- Marijuana use in the region has not changed notably since 2006; while reports remain low, a small number of youth continue to initiate marijuana use in middle school.
- Although fighting has decreased substantially, reports of weapon carrying have not shown a similar decline. This is notable given elevated concerns regarding school safety.
- Despite lower reports of school bullying, cyberbullying remained steady since 2010, with twice as many females being victimized as males. Females are particularly vulnerable to the types of relational bullying that can occur easily online.
- Since 2006, reports of mental health problems have not changed substantially. Depressive symptoms, self-injury, and suicidality, continue to affect concerning proportions of middle school youth.
- Reports of physical activity and overweight/obesity have not changed notably in the region despite declines in unhealthy eating habits.

The MWAHS shows substantial progress in reducing several concerning behaviors, including cigarette smoking, drinking, and school bullying, yet many middle school youth continue to engage in harmful behaviors or have serious mental health problems. Continued prevention, education, and intervention efforts are important in further advancing the health of adolescents in the region.

## REFERENCES

<sup>1</sup> Massachusetts Department of Elementary and Secondary Education and Massachusetts Department of Public Health (2012). 2011 Health and Risk Behaviors of Massachusetts Youth. See: <http://www.doe.mass.edu/cnp/hprograms/yrbs/2011Report.pdf>

<sup>1</sup> Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (2013). *Monitoring the Future national results on drug use: 2012 Overview, Key Findings on Adolescent Drug Use*. Ann Arbor: Institute for Social Research, The University of Michigan. See: <http://monitoringthefuture.org/pubs/monographs/mtf-overview2012.pdf>.

## MetroWest Region Middle Schools (Grades 7-8)

### 2006-2012 Trends in Key Indicators\*

	Year of Survey (%)			
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)
<b>SUBSTANCE USE</b>				
Lifetime cigarette smoking	9.6	8.4	5.7	6.2
Current cigarette smoking (past 30 days)	3.9	3.7	2.4	2.1
Lifetime alcohol use	21.9	20.2	13.2	12.4
Current alcohol use (past 30 days)	9.0	8.6	4.9	5.0
Binge drinking (past 30 days) <sup>†</sup>	2.5	2.5	1.5	1.4
Rode with driver who had been drinking (lifetime)	18.7	20.5	15.2	14.3
Lifetime marijuana use	4.8	5.2	4.1	4.1
Current marijuana use (past 30 days)	3.0	3.3	2.2	2.4
Lifetime inhalant use	8.3	7.1	5.2	4.2
<b>VIOLENCE</b>				
Physical fighting (lifetime)	44.5	45.3	39.3	35.0
Physical fighting on school property (lifetime)	18.9	16.8	12.4	9.8
Carried a weapon (lifetime)	17.6	16.3	13.7	15.1
Carried weapon on school property (lifetime)	3.3	2.5	1.4	1.4
<b>BULLYING VICTIMIZATION</b>				
Bullying victim (past 12 months)	43.9	48.9	37.7	32.4
Bullying victim on school property (past 12 months)	38.8	42.7	31.7	26.7
Cyberbullying victim (past 12 months)	15.6	15.9	17.2	16.6
<b>MENTAL HEALTH</b>				
Life "very" stressful (past 30 days)	13.3	13.6	12.1	12.5
Depressive symptoms (past 12 months)	15.6	15.2	12.8	12.8
Self-injury (past 12 months)	7.7	8.5	6.7	7.8
Considered suicide (lifetime)	9.9	10.9	9.4	10.5
Attempted suicide (lifetime)	3.0	3.0	2.6	3.0
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>				
Exercised for ≥20 minutes on 3 or more days/week	78.7	79.0	76.9	80.3
Overweight or obese <sup>‡</sup>	20.4	19.8	19.5	19.0

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## MetroWest Region Middle Schools (Grades 7-8)

### 2012 Gender Patterns for Key Indicators\*

	Gender (%)		Total (%)
	Female (6,086)	Male (6,074)	(12,224)
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	5.2	7.3	6.2
Current cigarette smoking (past 30 days)	1.6	2.6	2.1
Lifetime alcohol use	10.6	14.1	12.4
Current alcohol use (past 30 days)	4.4	5.6	5.0
Binge drinking (past 30 days) <sup>†</sup>	1.1	1.7	1.4
Rode with driver who had been drinking (lifetime)	14.6	14.0	14.3
Lifetime marijuana use	2.9	5.2	4.1
Current marijuana use (past 30 days)	1.7	3.1	2.4
Lifetime inhalant use	3.8	4.5	4.2
<b>VIOLENCE</b>			
Physical fighting (lifetime)	19.7	50.2	35.0
Physical fighting on school property (lifetime)	4.0	15.6	9.8
Carried a weapon (lifetime)	6.1	24.2	15.1
Carried weapon on school property (lifetime)	0.6	2.2	1.4
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	37.2	27.4	32.4
Bullying victim on school property (past 12 months)	29.9	23.3	26.7
Cyberbullying victim (past 12 months)	22.1	11.0	16.6
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	16.8	8.2	12.5
Depressive symptoms (past 12 months)	16.5	9.0	12.8
Self-injury (past 12 months)	11.1	4.4	7.8
Considered suicide (lifetime)	13.4	7.4	10.5
Attempted suicide (lifetime)	3.9	2.0	3.0
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥20 minutes on 3 or more days/week	77.9	82.6	80.3
Overweight or obese <sup>‡</sup>	15.0	23.0	19.0

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data



## MetroWest Region Middle Schools (Grades 7-8)

### 2012 Grade Patterns for Key Indicators\*

	Grade (%)		Total (%)
	7 <sup>th</sup> (6,193)	8 <sup>th</sup> (6,031)	(12,224)
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	4.0	8.4	6.2
Current cigarette smoking (past 30 days)	1.0	3.3	2.1
Lifetime alcohol use	8.2	16.6	12.4
Current alcohol use (past 30 days)	2.7	7.3	5.0
Binge drinking (past 30 days) <sup>†</sup>	0.5	2.4	1.4
Rode with driver who had been drinking (lifetime)	11.3	17.4	14.3
Lifetime marijuana use	1.8	6.4	4.1
Current marijuana use (past 30 days)	1.0	3.7	2.4
Lifetime inhalant use	3.4	5.0	4.2
<b>VIOLENCE</b>			
Physical fighting (lifetime)	33.8	36.2	35.0
Physical fighting on school property (lifetime)	8.1	11.6	9.8
Carried a weapon (lifetime)	13.7	16.5	15.1
Carried weapon on school property (lifetime)	0.7	2.1	1.4
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	32.1	32.7	32.4
Bullying victim on school property (past 12 months)	26.5	26.8	26.7
Cyberbullying victim (past 12 months)	15.2	18.1	16.6
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	9.8	15.3	12.5
Depressive symptoms (past 12 months)	11.3	14.4	12.8
Self-injury (past 12 months)	5.9	9.7	7.8
Considered suicide (lifetime)	8.3	12.7	10.5
Attempted suicide (lifetime)	2.1	3.8	3.0
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥20 minutes on 3 or more days/week	81.0	79.5	80.3
Overweight or obese <sup>‡</sup>	18.1	20.0	19.0

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

This report was prepared by the Health and Human Development Division at Education Development Center, Inc. (EDC) in Waltham, MA. For technical assistance in interpreting and utilizing the MWAHS data, please contact:

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## MetroWest Adolescent Health Survey

Informing data driven school and community  
health policies and practices

[metrowestsurvey.org](http://metrowestsurvey.org)

# HIGHLIGHTS FROM THE METROWEST ADOLESCENT HEALTH SURVEY

## METROWEST REGION HIGH SCHOOL REPORT

### 2012

**METROWEST  
HEALTH  
FOUNDATION**

Funded by:  
MetroWest Health Foundation



Submitted by:  
Education Development Center, Inc.  
Health & Human Development Division

***Spring 2013***

# Highlights from the 2012 MetroWest Adolescent Health Survey MetroWest Region High School Report

## Background and Methodology

2012 marked the fourth administration of the MetroWest Adolescent Health Survey (MWHAS), an important initiative of the MetroWest Health Foundation (MHF) that supports community efforts to improve the health of youth in the region. Since 2006, the MWAHS has been administered every other year to monitor trends in health and risk behaviors and identify emerging health issues at the local and regional levels.

For the first time in 2012, the survey included all 25 communities served by the MHF. With over 40,000 students surveyed, this regional census is one of the largest adolescent health surveys in the country. The findings are widely used by schools and communities to improve policies and programs, inform prevention efforts, and set priorities for achieving a healthier youth population.

The 2012 high school MWAHS was administered to a census of students in grades 9 through 12 in all 26 high schools in the region. As in previous survey waves, local procedures were followed to inform parents of the survey and give them the choice to opt out their child(ren). Students were also informed that their participation was voluntary and that no names or other identifying information were being collected. Data collection at each school was guided by a protocol that protected the privacy of students' responses.

In total, 24,459 students in grades 9 through 12 completed the 2012 survey, representing 90% of the youth in all 26 high schools. The data allow for an examination of behavioral trends across four time points from 2006 to 2012. This report summarizes current youth behaviors on key health indicators in the areas of substance use, violence, bullying, mental health, sexual behavior, and physical activity. Current data from 2012 is provided by gender and grade, and trends over the four waves of the MWAHS are highlighted.

# Substance Use

## CIGARETTE SMOKING

*Cigarette smoking among MetroWest high school students has steadily decreased over the last 7 years. From 2006 to 2010, lifetime smoking decreased from 35% to 26%; it further declined to 22% in 2012. Both females and males are smoking less.*

- Current smoking (in the past 30 days) has also declined substantially, from 15% in 2006 to 9% in 2012.
- There are similar declines in smoking among both females and males. For example, current smoking decreased from 13% in 2006 to 7% in 2012 among females, and from 16% to 11% among males.
- Consistent with prior years, males are more likely to smoke than females.
- While overall initiation of smoking is down in the region, many youth continue to initiate smoking in high school. From 9<sup>th</sup> to 12<sup>th</sup> grade, lifetime smoking increases from 14% to 32%. By 12<sup>th</sup> grade, 14% of youth report smoking in the past 30 days.
- Cigarette smoking among MetroWest youth continues to be substantially lower than in Massachusetts and the United States: 9% of MetroWest youth report current smoking, compared with 14% of Massachusetts youth and 18% of youth in the nation. The regional decline in cigarette smoking is consistent with state and national trends.

## ALCOHOL USE AND DRINKING AND DRIVING

*Fewer high school students are drinking alcohol. Measures of lifetime drinking, recent drinking, and binge drinking all show steady declines at each timepoint from 2006 to 2012. Consistent with these declines, there is also a decrease in drinking and driving in the region.*

- The following measures show a drop in alcohol use in the region from 2006 to 2012:
  - Lifetime alcohol use decreased from 67% to 56%.
  - Current alcohol use (in the past 30 days) decreased from 42% to 33%.
  - Binge drinking decreased from 25% to 19%. (Binge drinking is defined as consuming five or more drinks in a row on one or more occasions during the past 30 days.)
  - Reports of riding in a car with a driver who had been drinking in the past 30 days decreased from 25% to 20%.
- Alcohol use and drinking and driving decreased similarly among females and males. For example, lifetime alcohol use decreased from 67% in 2006 to 56% in 2012 among females, and from 66% to 55% among males.
- 2012 reports of lifetime and current alcohol use are similar among females and males. Reports of binge drinking are higher among males (21%) than females (17%), though this does not take into account body weight or other factors that influence intoxication levels.
- A concerning number of youth initiate alcohol use from 9<sup>th</sup> grade to 12<sup>th</sup> grade: Current drinking triples from 17% to 51%, and binge drinking quadruples from 8% to 33%.
- Drinking among MetroWest youth continues to be lower than in Massachusetts and the nation.
- The regional decline in drinking is consistent with state and national trends. For example, current drinking decreased from 42% to 33% in MetroWest, compared with a similar decrease in the state (from 48% in 2005 to 40% in 2011)<sup>1</sup> and a smaller decrease in the U.S. (from 43% to 39%).<sup>2</sup>

## MARIJUANA USE

*There have been small fluctuations in marijuana use over the survey waves. In 2012, 32% of youth reported lifetime marijuana use and 22% reported current use. These figures are slightly lower than in 2010, and similar to 2006-2008 levels.*

- The slight decrease in current marijuana use from 2010 to 2012 is driven by a decrease among males. During this two-year period, current use remained at 17% among females, but decreased from 30% to 26% among males.
- Despite this decrease among males, marijuana use continues to be higher among males than females: For example, 37% of males and 28% of females have used marijuana in their lifetime.
- Marijuana use more than triples from 9<sup>th</sup> grade to 12<sup>th</sup> grade. By 12<sup>th</sup> grade, half of youth (51%) have used marijuana in their lifetime, and 33% have used marijuana in the past 30 days.
- Nearly one in five youth (18%) rode in a car driven by a high school student who had been using marijuana in the past 30 days.
- Marijuana use is lower in MetroWest than in the state and the nation. For example, 32% of MetroWest youth have used marijuana in their lifetime, compared with 43% in Massachusetts and 40% in the U.S.

## PRESCRIPTION DRUG MISUSE

*About one in ten high school youth has misused prescription drugs in their lifetime. The data suggests a small decrease in lifetime prescription drug misuse, from 11% in 2006 to 9% in 2012.*

- Similar declines were reported among both females and males.
- Misuse of prescription drugs continues to be higher among males (10%) than females (7%).
- Prescription drug misuse triples during the high school years. By 12<sup>th</sup> grade, one in seven youth (14%) has misused prescription drugs in their lifetime.
- Lifetime misuse of prescription drugs is substantially lower in MetroWest (9%) compared with Massachusetts (15%) and the nation (21%).

## Violence

*Physical fighting, both on and off school property, has declined steadily since 2006. In 2012, 17% of youth reported being in a fight in the past 12 months, compared with 26% in 2006. However, during the same time period, reports of weapon carrying have remained similar.*

### PHYSICAL FIGHTING

- Reports of physical fighting on school property also decreased, from 9% in 2006 to 6% in 2012.
- There are substantial decreases in fighting among both males and females: From 2006 to 2012, reports of fighting in the past 12 months decreased from 36% to 25% among males and from 16% to 9% among females.
- Older youth are less likely to engage in fighting: Reports of fighting decrease from 19% in 9<sup>th</sup> grade to 15% in 12<sup>th</sup> grade.
- Physical fighting in MetroWest (17%) continues to be lower than in the state (25%) and nation (33%). The decline in fighting in MetroWest is consistent with a decline in Massachusetts, though nationally there has been no recent change in reports of physical fighting.

## WEAPON CARRYING

- Despite the decrease in physical fighting, overall reports of weapon carrying have remained in the range of 7-8% since 2006.
- Weapon carrying on school property has remained steady at around 3%.
- Consistent with gender patterns for physical fighting, more males than females report carrying weapons overall (11% compared with 2%) and on school property (4% compared with 1%).
- Reports of weapon carrying are similar throughout the high school years.
- Fewer MetroWest youth report weapon carrying (7%) than in the state (12%) and nation (17%).

## Bullying and Cyberbullying

*After peaking in 2010 at 28%, reports of bullying on school property in the past 12 months have decreased to 23% in 2012 and are the lowest they have been since the MWAHS began in 2006. In contrast, reports of cyberbullying continue to rise steadily, from 15% in 2006 to 22% in 2012.*

### BULLYING

- Reports of overall bullying victimization in the past 12 months also decreased, from a high of 32% in 2010 to 27% in 2012. The decrease in bullying is greater among males (from 27% in 2010 to 20% in 2012) than among females (from 37% to 34%).
- One in six youth (16%) report that they bullied someone else in the past 12 months; this represents 15% of females and 17% of males.
- Bullying victimization is highest in 9<sup>th</sup> grade at 31% and decreases to 23% by 12<sup>th</sup> grade.
- Many bullying victims do not seek help from adults: Among students who were bullied at school in the past year, only 28% had talked to a school adult and 42% had talked to a parent or other adult outside of school about being bullied.
- One-third of youth (34%) have intervened as bystanders by trying to stop a student from bullying someone else at school in the past 12 months, and 10% have told an adult at school that someone else was being bullied.
- School bullying in MetroWest (23%) remains higher than in the state (18%) and the nation (20%).

### CYBERBULLYING

- Reports of cyberbullying victimization in the past 12 months have increased steadily from 15% in 2006 to 22% in 2012. The increase in cyberbullying victimization is greater among females (from 17% in 2006 to 28% in 2012) than males (from 12% to 15%). Over one in four female students now report being recent victims of cyberbullying.
- One in ten youth (10%) report that they cyberbullied someone else in the past 12 months; this represents 11% of females and 9% of males.
- Reports of cyberbullying victimization decrease slightly from 9<sup>th</sup> grade (23%) to 12<sup>th</sup> grade (20%).
- The majority of cyberbullying victims do not seek help from adults: Among students who were cyberbullied, only 17% had talked to an adult at school and 29% had talked to a parent or other adult outside of school.
- 15% of youth have tried to stop a student from cyberbullying someone else. Twice as many females as males (20% vs. 10%) have tried to intervene in this way as active bystanders.
- Cyberbullying reports in MetroWest (22%) are higher than in the state (17%) and nation (16%).

## Mental Health

*Reports of mental health problems among high school youth have remained similar over each wave of the survey. In 2012, one in five youth (20%) reported depressive symptoms and one in twenty youth (5%) attempted suicide in the past year.*

- Overall reports of feeling “very” stressed in the past 30 days have been steady at 28-29% since 2006. When the data is broken down by gender, there is an increase among females from 35% in 2006 to 39% in 2012, whereas there is a decrease among males, from 21% to 18%.
- There are no notable changes in reports of depressive symptoms or suicide attempts among either gender.
- There may be a slight increase in self-injury (from 13% in 2006 to 16% in 2012) and suicidal ideation (from 10% to 13%). These increases are driven largely by females: Reports of self-injury among females increased from 18% in 2006 to 22% in 2012, and suicidal ideation increased from 12% to 17%.
- As in previous surveys, reports of stress increase through the high school years, doubling from 20% in 9<sup>th</sup> grade to 39% in 12<sup>th</sup> grade. There is also a slight increase in depressive symptoms by grade, from 17% to 21%.
- 13% of youth have talked to a parent/adult outside of school about feeling sad or hopeless, or having thoughts about hurting themselves in the past 12 months. 7% of youth have spoken to a teacher or other adult at school, and 7% have talked to a doctor, nurse, or health care provider.
- Levels of suicidality are concerning across the region and the state, with more than one in seven youth (13%) both in MetroWest and in Massachusetts reporting that they seriously considered suicide in the past year.

## Sexual Behavior

*In 2012, 27% of youth reported engaging in sexual intercourse in their lifetime, compared with 29% in 2006. There also appears to be a slight increase in sexual safety, with more youth who are sexually active reporting condom use. However, one-third of youth who have sex are not using condoms.*

- In 2012, 21% of youth reported that they are currently sexually active (had intercourse in the past three months), compared with 23% in 2008.
- By 12th grade, nearly half of youth (47%) have had sexual intercourse and 38% are currently sexually active.
- Frequency of condom use, which decreased slightly over the past two survey waves, returned to levels reported in 2006, with 66% of sexually active youth reporting they used a condom the last time they had intercourse.
- Nearly one in three sexually active youth (29%) used alcohol or drugs before they had sexual intercourse the last time.
- The proportion of youth who have had sexual intercourse in their lifetime continues to be substantially lower in MetroWest (27%) compared with the state (42%) and the nation (47%).
- Sexting (defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos of someone you know using the Internet, cell phones or other electronic communications) has been measured in MetroWest since 2010. In 2012, 23% of youth reported receiving a sext image, 5% report sending a sext image of someone else, and 11% report sending a sext image of themselves.



# Physical Activity, Nutrition, and Body Weight

*The proportion of youth meeting national recommendations for physical activity has continued to increase steadily since 2006. However, the proportion of youth who are overweight or obese has remained similar at 19-20%.*

## PHYSICAL ACTIVITY

- In 2012, nearly half of all high school youth (49%) reported moderate exercise on five or more days in the past week, compared with 34% in 2006. There were substantial increases in physical activity among both females and males.
- As in prior surveys, more males than females are physically active (56% compared with 42%).
- There is a substantial decrease in physical activity from 9<sup>th</sup> grade (55%) to 12<sup>th</sup> grade (43%).
- 39% of youth (representing 35% of females and 42% of males) report spending three or more hours a day on “screen time” that is not for school or homework. This may be an indicator of unhealthy sedentary behavior, as well as an opportunity for becoming involved in cyberbullying.
- The proportion of students who exercised moderately on five or more days in the past week is higher in MetroWest (49%) compared with the state (43%).

## NUTRITION

- There have been notable declines in reports of unhealthy food consumption since 2006. Reports of consuming fast food daily in the week prior to the survey decreased from 8% to 5%, and reports of drinking one or more non-diet sodas per day decreased from 24% to 14%.
- During this time, fruit and vegetable consumption remained relatively similar, with 43% of youth eating fruit daily and 52% consuming vegetables or green salad daily over the past week.

## BODY WEIGHT

- Although there have been improvements in physical activity and nutrition, overweight/obesity have remained in the range of 19-20% since 2006. (Reports of overweight/obesity are based on self-reported height and weight, which is used to calculate body mass index.)
- While overweight/obesity remained similar among females, there was a slight decline among males (from 26% in 2006 to 23% in 2012).
- More males (23%) than females (15%) are overweight/obese.
- Overweight/obesity is relatively similar throughout the high school years.
- Fewer youth in MetroWest are overweight/obese (19%) compared with Massachusetts (25%) and the nation (28%).

## Conclusions

The 2012 high school survey has documented a number of important findings to inform regional and local policies, practices, and programs. There has been notable progress made over the past seven years in several key areas:

- Cigarette smoking and alcohol use have decreased substantially since 2006. While these declines are consistent with state and national trends, they have occurred alongside important local and regional initiatives to reduce substance use.
- There has been a recent decline in the number of youth who report being victims of bullying at school after reaching its peak in 2010. This drop coincides with the passing of the Massachusetts anti-bullying legislation in 2010, although there may be many factors that influence students' reports of school bullying victimization.

The following behaviors show some improvement or stabilization:

- After a slight increase in marijuana use, there may be a slight lowering or stabilization to levels reported in earlier waves of the survey. It is unclear how recent reports of marijuana use may relate to the decriminalization of marijuana in 2009.
- Reports of physical fighting, both on and off school property, have lowered substantially while weapon carrying has remained similar. The lack of change in weapon carrying is noteworthy in the context of heightened concerns regarding school safety.
- Slightly fewer youth are sexually active. While condom use may be increasing among sexually active youth after several years of decline, many youth are not protecting themselves against sexually transmitted infections, including HIV, and may also be at risk of unintended pregnancy.
- There has been an increase in physical activity and a decrease in reports of unhealthy eating, though the data does not show a decline in obesity among youth.

Increases in harmful behaviors are noted in the following areas:

- Despite a steady decline in school bullying reports, cyberbullying victimization has risen steadily since 2006. Cyberbullying is especially a problem for females, who are particularly vulnerable to involvement in relational forms of bullying that often occur online.
- Mental health problems, including stress, depressive symptoms, and suicidality, continue to affect substantial proportions of youth. Among girls, there are concerning increases in reports of stress, self-injury, and suicidal ideation.

The 2012 MWAHS shows substantial progress in reducing several concerning behaviors, including cigarette smoking, alcohol use, and school bullying. However, many high school youth continue to engage in unhealthy behaviors and report mental health problems. Continued education, programmatic, and policy initiatives are important to further improving the health of adolescents in the region.

## REFERENCES

<sup>1</sup> Massachusetts Department of Elementary and Secondary Education and Massachusetts Department of Public Health (2012). 2011 Health and Risk Behaviors of Massachusetts Youth. See: <http://www.doe.mass.edu/cnp/hprograms/yrbs/2011Report.pdf>

<sup>2</sup> Centers for Disease Control and Prevention (2012). Morbidity and Mortality Weekly Report 2012; 61(No. SS-4). See: <http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>.

## Metrowest Region High School (Grades 9-12)

### 2006-2012 Trends in Key Indicators\*

	Year of Survey (%)			
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)
<b>SUBSTANCE USE</b>				
Lifetime cigarette smoking	35.3	33.3	25.9	22.0
Current cigarette smoking (past 30 days)	14.7	13.9	12.1	9.1
Lifetime alcohol use	66.5	62.8	58.0	55.6
Current alcohol use (past 30 days)	42.2	39.1	34.7	33.4
Binge drinking (past 30 days) <sup>†</sup>	25.1	23.2	20.8	18.7
Rode with driver who had been drinking (past 30 days)	25.2	25.8	22.5	19.5
Lifetime marijuana use	33.2	33.4	34.6	32.3
Current marijuana use (past 30 days)	20.2	22.8	23.5	21.5
Lifetime prescription drug misuse <sup>‡</sup>	11.0	10.1	10.1	8.8
<b>VIOLENCE</b>				
Physical fighting (past 12 months)	26.0	23.9	21.7	16.8
Physical fighting on school property (past 12 months)	8.7	8.3	7.4	5.5
Carried a weapon (past 30 days)	8.2	7.3	7.3	6.8
Carried a weapon on school property (past 30 days)	3.3	3.1	3.0	2.5
<b>BULLYING VICTIMIZATION</b>				
Bullying victim (past 12 months)	28.6	29.3	31.8	27.0
Bullying victim on school property (past 12 months)	25.5	25.9	28.2	22.9
Cyberbullying victim (past 12 months)	14.6	15.8	20.0	21.5
<b>MENTAL HEALTH</b>				
Life "very" stressful (past 30 days)	27.9	27.9	28.3	28.9
Depressive symptoms (past 12 months)	20.1	20.3	19.1	19.7
Self-injury (past 12 months)	13.2	13.2	14.0	15.6
Considered suicide (past 12 months)	10.0	10.5	11.6	13.0
Attempted suicide (past 12 months)	4.1	4.1	4.0	4.7
<b>SEXUAL BEHAVIOR</b>				
Lifetime sexual intercourse	28.9	29.4	28.3	26.6
Currently sexually active (past 3 months)	22.3	22.9	21.8	20.7
Condom use at last intercourse (among sexually active youth)	66.6	65.0	63.2	66.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>				
Exercised for ≥60 minutes on 5 or more days/week	33.7	33.2	45.3	48.8
Overweight or obese <sup>§</sup>	19.9	19.3	19.3	19.2

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## Metrowest Region High Schools (Grades 9-12)

### 2012 Gender Patterns for Key Indicators\*

	Gender (%)		Total (%)
	Female 12307	Male 11886	(24,459)
<b>SUBSTANCE USE</b>			
Lifetime cigarette smoking	19.2	24.8	22.0
Current cigarette smoking (past 30 days)	7.0	11.1	9.1
Lifetime alcohol use	55.8	55.4	55.6
Current alcohol use (past 30 days)	33.3	33.4	33.4
Binge drinking (past 30 days) <sup>†</sup>	16.8	20.6	18.7
Rode with driver who had been drinking (past 30 days)	19.4	19.6	19.5
Lifetime marijuana use	27.7	37.1	32.3
Current marijuana use (past 30 days)	16.9	26.2	21.5
Lifetime prescription drug misuse <sup>‡</sup>	7.3	10.4	8.8
<b>VIOLENCE</b>			
Physical fighting (past 12 months)	9.0	24.9	16.8
Physical fighting on school property (past 12 months)	2.4	8.7	5.5
Carried a weapon (past 30 days)	2.4	11.3	6.8
Carried a weapon on school property (past 30 days)	1.1	4.0	2.5
<b>BULLYING VICTIMIZATION</b>			
Bullying victim (past 12 months)	33.5	20.0	27.0
Bullying victim on school property (past 12 months)	27.2	18.3	22.9
Cyberbullying victim (past 12 months)	28.1	14.7	21.5
<b>MENTAL HEALTH</b>			
Life "very" stressful (past 30 days)	39.2	18.1	28.9
Depressive symptoms (past 12 months)	25.9	13.1	19.7
Self-injury (past 12 months)	22.3	8.5	15.6
Considered suicide (past 12 months)	16.5	9.3	13.0
Attempted suicide (past 12 months)	5.6	3.7	4.7
<b>SEXUAL BEHAVIOR</b>			
Lifetime sexual intercourse	24.5	28.6	26.6
Currently sexually active (past 3 months)	19.6	21.6	20.7
Condom use at last intercourse (among sexually active youth)	65.5	67.4	66.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>			
Exercised for ≥60 minutes on 5 or more days/week	41.7	56.3	48.8
Overweight or obese <sup>§</sup>	15.1	23.3	19.2

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

## Metrowest Region High School (Grades 9-12)

### 2012 Grade Patterns for Key Indicators\*

	Grade (%)				Total (%)
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
	6554	6143	6055	5489	(24,459)
<b>SUBSTANCE USE</b>					
Lifetime cigarette smoking	13.9	19.1	24.0	32.4	22.0
Current cigarette smoking (past 30 days)	5.6	7.4	9.4	14.4	9.1
Lifetime alcohol use	36.9	52.0	63.6	73.1	55.6
Current alcohol use (past 30 days)	17.4	28.8	39.3	50.7	33.4
Binge drinking (past 30 days) <sup>†</sup>	7.5	13.9	22.6	32.8	18.7
Rode with driver who had been drinking (past 30 days)	16.0	17.5	20.0	25.1	19.5
Lifetime marijuana use	15.3	27.1	39.4	50.7	32.3
Current marijuana use (past 30 days)	10.0	18.8	26.3	32.7	21.5
Lifetime prescription drug misuse <sup>‡</sup>	4.5	6.8	10.3	14.3	8.8
<b>VIOLENCE</b>					
Physical fighting (past 12 months)	19.0	16.7	16.2	14.7	16.8
Physical fighting on school property (past 12 months)	6.4	5.6	4.9	4.8	5.5
Carried a weapon (past 30 days)	6.1	6.7	6.9	7.2	6.8
Carried a weapon on school property (past 30 days)	1.7	2.4	2.9	3.1	2.5
<b>BULLYING VICTIMIZATION</b>					
Bullying victim (past 12 months)	30.8	29.4	23.9	22.9	27.0
Bullying victim on school property (past 12 months)	25.9	25.4	20.3	19.1	22.9
Cyberbullying victim (past 12 months)	23.3	22.7	20.2	19.5	21.5
<b>MENTAL HEALTH</b>					
Life "very" stressful (past 30 days)	20.4	25.7	31.8	39.3	28.9
Depressive symptoms (past 12 months)	17.3	19.6	21.0	21.0	19.7
Self-injury (past 12 months)	15.2	16.8	15.6	14.6	15.6
Considered suicide (past 12 months)	11.8	14.0	13.3	12.7	13.0
Attempted suicide (past 12 months)	4.8	4.9	4.4	4.4	4.7
<b>SEXUAL BEHAVIOR</b>					
Lifetime sexual intercourse	11.8	19.1	31.4	46.9	26.6
Currently sexually active (past 3 months)	8.4	13.8	25.0	37.9	20.7
Condom use at last intercourse (among sexually active youth)	63.2	68.5	68.4	65.3	66.3
<b>PHYSICAL ACTIVITY AND BODY WEIGHT</b>					
Exercised for ≥60 minutes on 5 or more days/week	55.2	50.1	45.8	43.0	48.8
Overweight or obese <sup>§</sup>	18.7	20.7	18.6	18.4	19.2

\* Source: MetroWest Adolescent Health Survey

† Consumed 5 or more drinks in a row on one or more occasions

‡ Without a doctor's prescription

§ Students who were ≥85th percentile for body mass index by age and gender, based on reference data

This report was prepared by the Health and Human Development Division at Education Development Center, Inc. (EDC) in Waltham, MA. For technical assistance in interpreting and utilizing the MWAHS data, please contact:

**Shari Kessel Schneider, MSPH**  
**MetroWest Adolescent Health Survey Project Director**  
**617-618-2177 or [skschneider@edc.org](mailto:skschneider@edc.org)**

For more information about EDC's Health and Human Development Division, visit our website at [www.hhd.org](http://www.hhd.org).

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** May 9, 2013

**Item Title:** **FY 2012/13 Budget Transfers**

**Item Description:** Transfer of FY13 budget allocations between line items in the following amounts:

Salaries	\$0.00
Purchase of Service	\$4,758.40
Expenses	(\$4,758.40)
Capital Outlay	<u>\$0.00</u>
Net Change:	\$0.00

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBK, the School Committee is empowered to make changes in allocations between line items within its budget, once approved by Town Meeting. The Superintendent, assisted by the Director of Financial Operations, authorizes line item transfer changes of less than \$25,000; the School Committee authorizes changes in excess of \$25,000.

**Recommendation/Options:** The attached line item budget transfers are provided for information purposes.

**Rationale:** The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY13 Operating Budget.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Director of Financial Operations

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
<b>SALARIES</b>						
<b>SUBTOTAL SALARIES</b>			-	-	-	
<b>PURCHASE OF SERVICE</b>						
0001-3631-040-21-2455-045-99-520-020-5380-300-04	Media/Broadmeadow	Other Purchased Services	5,023.22	-	5,023.22	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3640-005-21-2420-050-99-520-020-5257-300-04	Physical Education/Broadmeadow	Instructional Equipment Repairs	-	264.82	(264.82)	Reallocate from Phys Ed/Broadmeadow Instructional Equipment Supplies & Maintenance to Educational Supplies
			-	-	-	
			-	-	-	
<b>SUBTOTAL PURCH OF SVC</b>			<b>5,023.22</b>	<b>264.82</b>	<b>4,758.40</b>	
<b>EXPENSE</b>						
0001-3240-005-24-2430-090-99-520-030-5510-300-05	Mitchell	Educational Supplies	-	325.00	(325.00)	Reallocate from Mitchell Ed Supplies to Teacher Reference
0001-3240-005-24-2415-090-99-520-030-5512-300-05	Mitchell	Other Teacher Reference	325.00	-	325.00	Reallocate from Mitchell Ed Supplies to Teacher Reference
0001-3630-040-21-2455-040-99-520-030-5524-300-05	Technology/Broadmeadow	Instructional Software	-	315.00	(315.00)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3630-040-23-2455-040-99-520-030-5524-300-05	Technology/Hillside	Instructional Software	-	144.00	(144.00)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3630-040-40-2455-040-99-520-030-5524-300-05	Technology/NHS	Instructional Software	-	2,879.00	(2,879.00)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3630-040-24-2455-040-99-520-030-5524-300-05	Technology/Mitchell	Instructional Software	-	60.00	(60.00)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3630-040-25-2455-040-99-520-030-5524-300-05	Technology/Newman	Instructional Software	-	1,302.00	(1,302.00)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3630-040-30-2455-040-99-520-030-5524-300-05	Technology/Pollard	Instructional Software	-	323.22	(323.22)	Reallocate from ETC Instructional Software to Broadmeadow Software Licenses
0001-3240-005-24-2357-090-99-520-030-5730-300-06	Mitchell	Dues & Memberships	85.00	-	85.00	Reallocate from Mitchell Office Supplies to Dues
0001-3240-040-24-2210-090-99-520-030-5420-300-05	Mitchell	Office Supplies	-	85.00	(85.00)	Reallocate from Mitchell Office Supplies to Dues
0001-3640-005-21-2420-050-99-520-030-5522-300-05	Physical Education/Broadmeadow	Instructional Equipment	-	1,773.00	(1,773.00)	Reallocate from Phys Ed/Broadmeadow Instructional Equipment Supplies & Maintenance to Educational Supplies
0001-3640-005-21-2430-050-99-520-030-5510-300-05	Physical Education/Broadmeadow	Educational Supplies	2,037.82	-	2,037.82	Reallocate from Phys Ed/Broadmeadow Instructional Equipment Supplies & Maintenance to Educational Supplies
			-	-	-	
			-	-	-	
<b>SUBTOTAL EXPENSE</b>			<b>2,447.82</b>	<b>7,206.22</b>	<b>(4,758.40)</b>	
<b>CAPITAL</b>						
			-	-	-	
			-	-	-	
<b>SUBTOTAL CAPITAL</b>			<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL</b>			<b>7,471.04</b>	<b>7,471.04</b>	<b>-</b>	



## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** May 7, 2013

**Item Title:** **FY 2012/13 Budget Transfers**

**Item Description:** Transfer of FY13 budget allocations between line items in the following amounts:

Salaries	\$0.00
Purchase of Service	(\$127.59)
Expenses	\$127.59
Capital Outlay	<u>\$0.00</u>
Net Change:	\$0.00

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBK, the School Committee is solely empowered to make changes in allocations between line items within its budget, once approved by Town Meeting.

**Recommendation/Options:** Approval of the attached line item budget transfers.

**Rationale:** The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY13 Operating Budget.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Director of Financial Operations

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
<b>SALARIES</b>						
<b>SUBTOTAL SALARIES</b>						
<b>PURCHASE OF SERVICE</b>						
0001-3660-005-40-2420-080-99-520-020-5257-300-04	World Language/NHS	Instructional Equipment Maintenance	-	39.99	(39.99)	Reallocate World Language NHS Ed Equipment Maintenance to NHS Travel
0001-3620-005-10-2440-080-99-520-020-5380-300-04	Science Center/District	Other Purchased Service	200.00	-	200.00	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3620-005-10-2420-080-99-520-020-5247-300-04	Science Center/District	Office Equipment Maintenance	-	500.00	(500.00)	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3620-005-10-2440-080-99-520-020-5300-300-04	Science Center/District	Professional Contractual	-	90.00	(90.00)	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3400-005-40-2440-030-99-520-020-5380-300-04	NHS	Science Other Purchased Services	28.00	-	28.00	Reallocate NHS Science Ed Supplies to Other Expenses and Other Purchased Services
0001-3520-040-10-3200-099-99-520-020-5380-300-04	Nursing/District	Other Purchased Service	-	895.00	(895.00)	Reallocate Nursing Other Purchased Service to Travel and Equipment Maintenance
0001-3520-040-10-3200-099-99-520-020-5257-300-04	Nursing/District	Instructional Equipment Maintenance	660.40	-	660.40	Reallocate Nursing Other Purchased Service to Travel and Equipment Maintenance
0001-3631-040-26-2453-045-99-520-020-5380-300-04	Media Services/High Rock	Other Purchased Service	540.00	-	540.00	Reallocate from ETC NHS instructional Tech Supplies to High Rock Media Services
0001-3631-040-10-2453-045-99-520-020-5380-300-04	Media Services/District	Instructional Hardware	-	31.00	(31.00)	Reallocate from Media NHS Other Purchased Services to Instr. Hardware
0001-3630-005-40-2455-099-99-520-020-5524-300-04	Ed Technology	HS Ins Software Subscription	-	-	-	FROM INSTRUCTIONAL SOFTWARE TO INSTRUCTIONAL SOFTWARE SUBSCRIPTION
<b>SUBTOTAL PURCH OF SVC</b>			<b>1,428.40</b>	<b>1,555.99</b>	<b>(127.59)</b>	
<b>EXPENSE</b>						
0001-3520-040-21-3200-099-99-520-030-5500-300-05	Nursing/Broadmeadow	Nursing Supplies	148.19	-	148.19	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3520-040-23-3200-099-99-520-030-5500-300-05	Nursing/Hillside	Nursing Supplies	38.46	-	38.46	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3520-040-24-3200-099-99-520-030-5500-300-05	Nursing/Mitchell	Nursing Supplies	44.79	-	44.79	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3520-040-25-3200-099-99-520-030-5500-300-05	Nursing/Newman	Nursing Supplies	28.08	-	28.08	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3520-040-30-3200-099-99-520-030-5500-300-05	Nursing/Pollard	Nursing Supplies	170.06	-	170.06	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3240-040-40-2357-090-99-520-030-5710-300-06	Nursing/NHS	Nursing Supplies	-	429.58	(429.58)	Reallocate Nursing Supply Funds from NHS to Other Schools
0001-3550-005-22-2357-081-99-520-030-5710-300-06	ELL/Eliot	In State Travel/Conferences	289.00	-	289.00	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-23-2357-081-99-520-030-5710-300-06	ELL/Hillside	In State Travel/Conferences	249.00	-	249.00	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-25-2357-081-99-520-030-5710-300-06	ELL/Newman	In State Travel/Conferences	129.00	-	129.00	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-30-2357-081-99-520-030-5710-300-06	ELL/Pollard	In State Travel/Conferences	20.00	-	20.00	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-40-2357-081-99-520-030-5710-300-06	ELL/NHS	In State Travel/Conferences	180.00	-	180.00	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-21-2430-081-99-520-030-5510-300-05	ELLBroadmeadow	Educational Supplies	-	153.00	(153.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-22-2430-081-99-520-030-5510-300-05	ELL/Eliot	Educational Supplies	-	43.00	(43.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-24-2430-081-99-520-030-5510-300-05	ELL/Mitchell	Educational Supplies	-	153.00	(153.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-25-2430-081-99-520-030-5510-300-05	ELL/Newman	Educational Supplies	-	153.00	(153.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-26-2430-081-99-520-030-5510-300-05	ELL/High Rock	Educational Supplies	-	26.00	(26.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-30-2430-081-99-520-030-5510-300-05	ELL/Pollard	Educational Supplies	-	68.00	(68.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-40-2430-081-99-520-030-5510-300-05	ELL/NHS	Educational Supplies	-	21.00	(21.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-21-2357-081-99-520-030-5710-300-06	ELL/Broadmeadow	In State Travel/Conferences	-	100.00	(100.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-24-2357-081-99-520-030-5710-300-06	ELL/Mitchell	In State Travel/Conferences	-	100.00	(100.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3550-005-26-2357-081-99-520-030-5710-300-06	ELL/High Rock	In State Travel/Conferences	-	50.00	(50.00)	Reallocate ELL Educational Supply & Travel Funds Between Schools
0001-3660-005-30-2357-080-99-520-030-5710-300-06	World Language/Pollard	In State Travel/Conferences	-	180.97	(180.97)	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-26-2430-080-99-520-030-5510-300-05	World Language/High Rock	Educational Supplies	26.01	-	26.01	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-30-2410-080-99-520-030-5517-300-05	World Language/Pollard	Textbooks	-	450.00	(450.00)	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-30-2415-080-99-520-030-5512-300-05	World Language/Pollard	Teacher Reference Materials	114.46	-	114.46	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-30-2430-080-99-520-030-5510-300-05	World Language/Pollard	Educational Supplies	40.50	-	40.50	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-40-2357-080-99-520-030-5710-300-06	World Language/NHS	In State Travel/Conferences	450.00	-	450.00	Reallocate World Language Textbook, Ed Supply and Travel Funds Between Schools
0001-3660-005-10-2357-080-99-520-030-5710-300-06	World Language/District	In State Travel/Conferences	-	178.99	178.99	Reallocate World Language District Office Supplies & NHS Ed Equipment Maintenance to District Travel
0001-3660-005-10-2110-080-99-520-030-5420-300-05	World Language/District	Office Supplies	-	139.00	(139.00)	Reallocate World Language District Office Supplies to Travel
0001-3620-005-10-2430-035-99-520-030-5510-300-05	Science Center/District	Educational Supplies	1,151.00	-	1,151.00	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3620-005-10-2357-035-99-520-030-5710-300-06	Science Center/District	In State Travel/Conferences	-	481.00	(481.00)	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3620-005-10-2440-035-99-520-030-5780-300-06	Science Center/District	All Other Expenses	-	280.00	(280.00)	Reallocate Science Center Travel, Equipment Maintenance, Other Expenses and Professional Contractual to Ed Supplies and Other Purchased Services
0001-3641-005-10-2357-055-99-520-030-5720-300-06	Health/District	Out of State Travel	-	284.00	(284.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-21-2415-055-99-520-030-5512-300-05	Health/Broadmeadow	Teacher Reference Materials	-	76.00	(76.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-22-2415-055-99-520-030-5512-300-05	Health/Eliot	Teacher Reference Materials	-	52.00	(52.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-23-2415-055-99-520-030-5512-300-05	Health/Hillside	Teacher Reference Materials	-	59.00	(59.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-24-2415-055-99-520-030-5512-300-05	Health/Mitchell	Teacher Reference Materials	-	59.00	(59.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-25-2415-055-99-520-030-5512-300-05	Health/Newman	Teacher Reference Materials	-	96.00	(96.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-26-2415-055-99-520-030-5512-300-05	Health/High Rock	Teacher Reference Materials	-	113.00	(113.00)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-30-2415-055-99-520-030-5512-300-05	Health/Pollard	Teacher Reference Materials	-	7.84	(7.84)	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3641-005-40-2415-055-99-520-030-5512-300-05	Health/NHS	Teacher Reference Materials	746.84	-	746.84	Reallocate Elementary and Middle Health Travel and Teacher Reference Materials to NHS Teacher Reference Materials
0001-3661-005-10-2357-080-99-520-030-5710-300-06	World Language K-12/District	In State Travel/Conferences	815.00	-	815.00	Reallocate K-12 World Language Other Expenses to In State Travel
0001-3661-005-10-2437-080-99-520-030-5780-300-06	World Language K-12/District	All Other Expenses	-	815.00	(815.00)	Reallocate K-12 World Language Other Expenses to In State Travel
0001-3400-005-40-2430-030-99-520-030-5510-300-05	NHS	Science Educational Supplies	-	56.00	(56.00)	Reallocate NHS Science Ed Supplies to Other Expenses and Other Purchased Services
0001-3400-005-40-2440-030-99-520-030-5780-300-06	NHS	Science Other Expenses	28.00	-	28.00	Reallocate NHS Science Ed Supplies to Other Expenses and Other Purchased Services
0001-3520-040-10-2357-099-99-520-030-5710-300-06	Nursing/District	In State Travel/Conferences	234.60	-	234.60	Reallocate Nursing Other Purchased Service to Travel and Equipment Maintenance
0001-3630-040-30-2455-040-99-520-030-5524-300-05	Ed Technology/ Pollard	Instructional Software	-	571.00	(571.00)	Reallocate from ETC Pollard Instructional Software to Ed Supplies
0001-3630-040-30-2430-040-99-520-030-5510-300-05	Ed Technology/ Pollard	Educational Supplies	571.00	-	571.00	Reallocate from ETC Pollard Instructional Software to Ed Supplies
0001-3150-040-99-1450-099-99-520-030-5510-300-05	Administrative Tech/Info Mgmt	Educational Supplies	1,875.00	-	1,875.00	Reallocate from Admin Teach Out of State Travel to Ed Supplies
0001-3150-040-99-1450-099-99-520-030-5720-300-05	Administrative Tech/Info Mgmt	Out of State Travel	-	1,875.00	(1,875.00)	Reallocate from Admin Teach Out of State Travel to Ed Supplies
0001-3630-005-40-2451-040-99-520-030-5525-300-05	Ed Technology/NHS	Instructional Technology Supplies	-	540.00	(540.00)	Reallocate from ETC NHS instructional Tech Supplies to High Rock Media Services
0001-3630-005-10-2357-040-99-520-030-5720-300-06	Ed Technology/District	Out of State Travel	1,305.00	-	1,305.00	Reallocate from ETC NHS instructional Tech Supplies to High Rock Media Services
0001-3631-005-10-2415-045-99-520-030-5512-300-05	Media Services/District	Teacher Reference Materials	-	1,184.00	(1,184.00)	Reallocate from ETC NHS instructional Tech Supplies to High Rock Media Services

G/L ACCOUNT #	DEPARTMENT	DESCRIPTION	DEBIT	CREDIT	NET	NOTE
0001-3631-005-10-2357-045-99-520-030-5720-300-06	Media Services/District	Out of State Travel	-	121.00	(121.00)	Reallocate from ETC NHS instructional Tech Supplies to High Rock Media Services
0001-3530-010-40-2430-099-99-520-030-5510-300-05	SPED/NHS	Educational Supplies	486.45	-	486.45	Reallocate from NHS SPED Textbooks to Educational Supplies
0001-3530-010-40-2410-099-99-520-030-5517-300-05	SPED/NHS	Textbooks	-	486.45	(486.45)	Reallocate from NHS SPED Textbooks to Educational Supplies
0001-3631-040-10-2453-045-99-520-030-5523-300-05	Media Services/District	Instructional Hardware	31.00	-	31.00	Reallocate from Media NHS Other Purchased Services to Instr. Hardware
0001-3240-005-24-2430-090-99-520-030-5510-300-05	Mitchell	Educational Supplies	-	1,687.00	(1,687.00)	FROM INSTRUCTIONAL SOFTWARE TO INSTRUCTIONAL SOFTWARE SUBSCRIPTION
0001-3240-005-24-2357-090-99-520-030-5720-300-06	Mitchell	Out of State Travel	-	300.00	(300.00)	FROM INSTRUCTIONAL SOFTWARE TO INSTRUCTIONAL SOFTWARE SUBSCRIPTION
0001-3240-005-24-2410-090-99-520-030-5517-300-05	Mitchell	Textbooks	1,237.00	-	1,237.00	FROM INSTRUCTIONAL SOFTWARE TO INSTRUCTIONAL SOFTWARE SUBSCRIPTION
0001-3240-005-24-2415-090-99-520-030-5512-300-05	Mitchell	Teacher Reference Materials	750.00	-	750.00	FROM INSTRUCTIONAL SOFTWARE TO INSTRUCTIONAL SOFTWARE SUBSCRIPTION
SUBTOTAL EXPENSE			11,337.43	11,209.84	127.59	
CAPITAL						
			-	-	-	
SUBTOTAL CAPITAL			-	-	-	
SUBTOTAL			12,765.83	12,765.83	0.00	

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** June 4, 2013

**Item Title:** **Disposal of Surplus: Educational Technology Center**

**Item Description:** This request is to dispose of the following equipment which are either obsolete, non-functioning, or the repair cost exceeds the value of the equipment.

**From the ETC:**

- 28 Smartboard Stands

**Issues:** Chapter 30B Section 16 of the Massachusetts General Laws permits a governmental body to dispose of a tangible supply no longer useful to the governmental body, but having a resale or salvage value, at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. Chapter 30B Section 15 and Needham School Policy #DN, further authorize the disposal of surplus school property, other than real estate, having a net value of less than \$5,000 through the exercise of sound business practices by the Procurement Officer.

**Recommendation/Options:** That the Needham School Committee be informed of the disposal to the Town Transfer Station of the aforementioned surplus equipment in accordance with MGL 30B Section 15 & 16 by the Procurement Officer.

**Rationale:**

**Implementation Implications:**

**Supporting Data:** None.

**School Committee (circle one)**

Action	Information	Discussion	Consent Calendar
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Central Administrator	Town Counsel	Sub-Committee: _____
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Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Director of Financial Operations