

# **Student Handbook**

## **Martha's Vineyard Regional High School**

PO Box 1385, 100 Edgartown Road Oak Bluffs, Massachusetts 02557

508.693.1033

[www.mvrhs.org](http://www.mvrhs.org)

*Community. Accountability. Compassion. Resilience. Curiosity*



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Dear Guardians, Students and Community Members of MVRHS,

On behalf of the entire Martha's Vineyard Regional High School staff, welcome back to school. We hope you had a fun relaxing summer and that you are looking forward to an exciting year filled with a committed and caring staff, new friends and great experiences that will help you forge your path to adulthood.

This handbook contains our school's policies, procedures and rules. We ask that each student and their family take the time to read them over, as they will play an important role in your successful high school experience. The rules and policies outlined here cover behavioral expectations, athletic participation, medical issues, academic policies, and general day-to-day procedures. Much of the book draws on State and Federal law, as well as decisions made by our School Council and School Committee.

Consider this handbook a contract between students, their families and the school. I ask that all guardians indicate through the Family ID registration process that they have, in fact, read the handbook and understand/agree to it. This handbook is available electronically on the school website, [mvrhs.org](http://mvrhs.org). If you have any questions, please feel free to contact me via email.

We hold an annual Back to School Night in October in the Performing Arts Center. We look forward to seeing guardians at that time. I hope that this new school year is a great one at MVRHS, and that this handbook serves as a foundation for common understanding and mutual respect for all stakeholders in the school community.

Sincerely,  
Sara Dingley  
Principal

**CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS AT MARTHA’S VINEYARD  
REGIONAL HIGH SCHOOL**

Martha’s Vineyard Regional High School is a diverse community rooted in mutual respect that inspires and develops hearts and minds. With community and student wholeness as foundational priorities, we work to nurture curiosity, build confidence, and develop passions in a safe and inclusive environment. We are committed to providing all community members with fair and equal opportunities to realize their potential as life-long learners. We recognize that learning is not a singular endeavor, but rather benefits from the perspectives of a diverse set of skills, talents, and experiences contributed by people of different races, religious beliefs, ethnicities, sexual orientations, and gender identity.

**Learning Expectations and classroom experiences:**

At MVRHS, we strive to create **classroom experiences** and assignments that promote the realization of the following **learning expectations so that students will possess:**

Critical thinking	<ul style="list-style-type: none"> <li>● Critically consume media/sources/data</li> <li>● Integrate multiple points of view to land on an opinion/thesis</li> <li>● Draw comparisons across multiple texts and disciplines</li> <li>● Ask and seek answers to questions</li> <li>● Be active readers and thinkers – be able to actively interact with the written word and determine meaning</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>● Observe and evaluate situations to define problems</li> <li>● Frame questions, make predictions and design data/information collection and analysis strategies</li> <li>● Identify patterns, trends and relationships that apply to solutions</li> <li>● Generate a variety of solutions, build a case for a best response and critically evaluate the effectiveness of the response</li> <li>● See opportunities, find resources and seek results</li> <li>● Use information and technology to solve problems</li> <li>● Persevere in challenging situations</li> </ul>
Effective written and verbal communication	<ul style="list-style-type: none"> <li>● Demonstrate organized and purposeful communication in English and at least one other language</li> <li>● Use evidence and logic appropriately in communication</li> <li>● Adjust communication based on the audience</li> <li>● Use a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</li> </ul>

**Socio-emotional skills and school culture:**

At MVRHS, we ask that staff and students adhere to our **common values**. These values guide our interactions and our expectations of one another. These values also underpin our decisions in how we allocate our resources and time at our school.

	<b><i>As a student, I will:</i></b>
Resilience	<ul style="list-style-type: none"> <li>● Be willing to accept and learn from disappointment</li> <li>● Manage and learn from discomfort</li> <li>● Stretch myself</li> <li>● Believe that success is under my control</li> <li>● Practice the skill of moving forward and maintaining optimism</li> <li>● Self-advocate</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>● Proactively and independently get my work done</li> <li>● Be present, be engaged, be on time</li> <li>● Manage myself – I won't make it the adult's responsibility</li> <li>● Maintain integrity – academic and personal</li> <li>● Accept consequences when I make poor choices – don't blame others</li> <li>● Step up and manage situations, even if I am not the cause – will play a leadership role in resolving it</li> </ul>
Compassion	<ul style="list-style-type: none"> <li>● Avoid behavior that disrespects or devalues others</li> <li>● Respond to things that hurt others</li> <li>● Support other community members</li> <li>● Actively help others and contribute to the community</li> </ul>
Curiosity	<ul style="list-style-type: none"> <li>● Figure out what type of learning excites me, keeps me engaged, and makes me happy to wake up in the morning</li> <li>● Try new things – I may love it</li> <li>● Pursue interests and passions until I am satisfied – not just to receive a grade or reward</li> <li>● Discover how my interests and hobbies can translate into the world of High School, life and work</li> </ul>
Community	<ul style="list-style-type: none"> <li>● Recognize the benefits of being part of a community and take responsibility for my own impact on others</li> <li>● Recognize the rights of others and the common good</li> <li>● Thoughtfully build understanding by obtaining information and engaging with diverse perspectives</li> <li>● Understand, accept, and value diversity</li> </ul>

## Home-to-School Communication Guide – Whom to contact and when?

Martha's Vineyard Regional High School recognizes the importance of cordial two-way communication between families and the school. Because there are a myriad of reasons for that communication, MVRHS offers this quick-reference guide for assistance.

The MVRHS Main Office phone number is 508.693.1033 Ext. 600

### ATHLETICS

For sports related inquiries you want to speak to your students coach first, if you are unable to get resolution you should contact the athletic director:

Mark McCarthy, Athletic Director	<a href="mailto:mmccarthy@mvyps.org">mmccarthy@mvyps.org</a>	X 123
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### ATTENDANCE MATTERS

1.) For all matters pertaining to daily tardies, absences, and documentation to excuse such, please contact:

General Attendance Reporting	<a href="mailto:attendance@mvrhs.org">attendance@mvrhs.org</a>	X 235
Maureen O'Malley, Attendance Administrative Support	<a href="mailto:maureen.omalley@mvyps.org">maureen.omalley@mvyps.org</a>	X 620
Guinevere Cramer, Attendance Administrative Support	<a href="mailto:guinevere.cramer@mvyps.org">guinevere.cramer@mvyps.org</a>	X 621

2.) For long-term absences, please contact:

- the student's guidance counselor to arrange for make-up work. The guidance counselor will serve as the liaison to the classroom teacher. Please do not contact the classroom teacher in these instances.
- the school nurse, so that they can serve as the liaison for all medical needs (if applicable).

John Fiorito, Guidance Director and Freshman GC	<a href="mailto:jfiorito@mvyps.org">jfiorito@mvyps.org</a>	X 143
Cindy Grant, Guidance Administrative Support	<a href="mailto:cgrant@mvyps.org">cgrant@mvyps.org</a>	X 121
Mary Korba, Guidance Administrative Support	<a href="mailto:mary.korba@mvyps.org">mary.korba@mvyps.org</a>	X 130
Aline Leite, Guidance Administrative Support	<a href="mailto:aline.leite@mvyps.org">aline.leite@mvyps.org</a>	X 815 508.560.7257
Sheila McHugh, Guidance Counselor	<a href="mailto:sheila.mchugh@mvyps.org">sheila.mchugh@mvyps.org</a>	X 819
Erika Mulvey, Guidance Counselor	<a href="mailto:emulvey@mvyps.org">emulvey@mvyps.org</a>	X 174
Sean Mulvey, Guidance Counselor	<a href="mailto:smulvey@mvyps.org">smulvey@mvyps.org</a>	X 119

### NURSE'S OFFICE

Mike Savoy, School Nurse	<a href="mailto:mike.savoy@mvyps.org">mike.savoy@mvyps.org</a>	X 116
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### CAREER AND TECHNICAL EDUCATION

Sam Hart, Coordinator of Pathways & Special Projects	<a href="mailto:sam.hart@mvyps.org">sam.hart@mvyps.org</a>	X 810
Fran Finnegan, CTE & Work Study Support	<a href="mailto:ffinnegan@mvyps.org">ffinnegan@mvyps.org</a>	X 200

### CLASSROOM CONCERNS

1.) For all matters involving grades, assignments, student behavior, etc. guardians and students should **first** contact the classroom teacher.

- Visit our website at [mvrhs.org](http://mvrhs.org) or click on our [directory](#). This will allow you to click on the appropriate teacher or staff member and compose an email to them.
- 2.) If a matter is not resolved after speaking with the classroom teacher, guardians and students should then contact the appropriate department chair.

Jack O'Malley, CTE	<a href="mailto:jomalley@mvyps.org">jomalley@mvyps.org</a>
Christine Ferrone, English	<a href="mailto:cferrone@mvyps.org">cferrone@mvyps.org</a>
Carole Flanders, Math	<a href="mailto:cflanders@mvyps.org">cflanders@mvyps.org</a>
Chris Baer, Performing Arts - Art	<a href="mailto:cbaer@mvyps.org">cbaer@mvyps.org</a>
Abigail Chandler, Performing Arts - Music	<a href="mailto:achandler@mvyps.org">achandler@mvyps.org</a>
Danielle Charbonneau, Project Vine	<a href="mailto:dcharbonneau@mvyps.org">dcharbonneau@mvyps.org</a>
Mike Joyce, Science	<a href="mailto:mjoyce@mvyps.org">mjoyce@mvyps.org</a>
Ena Thulin, Social Studies	<a href="mailto:ethulin@mvyps.org">ethulin@mvyps.org</a>
Julie Schmidt, Special Education	<a href="mailto:jschmidt@mvyps.org">jschmidt@mvyps.org</a>
Erin Slossberg, World Language	<a href="mailto:eslossberg@mvyps.org">eslossberg@mvyps.org</a>
Dianne Norton, English Language Learning	<a href="mailto:dnorton@mvyps.org">dnorton@mvyps.org</a>

*If a matter is not resolved after speaking with the subject supervisor, guardians and students should contact their child's guidance counselor or any member of the administration.*

### **FACILITIES QUESTIONS**

Mike Taus, Facilities Director	<a href="mailto:mtaus@mvyps.org">mtaus@mvyps.org</a>	X 444
Sam Hart, Coordinator of Pathways & Special Projects	<a href="mailto:sam.hart@mvyps.org">sam.hart@mvyps.org</a>	X 810

### **FINANCE/BOOKKEEPING**

Suzanne Cioffi, Finance Manager	<a href="mailto:suzanne.cioffi@mvyps.org">suzanne.cioffi@mvyps.org</a>	X 112
Dawn Feinsmith, Bookkeeper	<a href="mailto:dfeinsmith@mvyps.org">dfeinsmith@mvyps.org</a>	X 113

### **PEER-to-PEER RELATIONSHIPS (including bullying/harassment)**

For all matters involving student relationships, please contact:

- 1.) the appropriate guidance counselor to inquire about mediation and conflict resolution. Please see the contact information above.
- 2.) If warranted, please contact the Assistant Principal to inquire about more serious concerns.

### **STUDENT DISCIPLINE**

For matters involving discipline assigned by MVRHS Administration, please contact below:

Jeremy Light, Assistant Principal	<a href="mailto:jlight@mvyps.org">jlight@mvyps.org</a>	X 118
Sheryl Taylor, Equity and ACCESS Coordinator	<a href="mailto:staylor@mvyps.org">staylor@mvyps.org</a>	508.627.2826
Nell Coogan, Restorative Coordinator	<a href="mailto:ncoogan@mvyps.org">ncoogan@mvyps.org</a>	X 814
Rebecca Claussen, Student Affairs Administrative Support	<a href="mailto:rclaussen@mvyps.org">rclaussen@mvyps.org</a>	X 293

### **STUDENT HEALTH AND WELL-BEING**

For all matters involving student health and well-being, please contact:

- 1.) The school nurse. Please see the contact information above.
- 2.) The appropriate guidance counselor. Please see the contact information above.
- 3.) The appropriate school adjustment counselor (for social/emotional well-being).



Amy Lilavois, Wellness Coordinator, School Adjustment Counselor	<a href="mailto:alilavois@mvyps.org">alilavois@mvyps.org</a>	X 812
Matt Malowski, School Adjustment Counselor	<a href="mailto:mmalowski@mvyps.org">mmalowski@mvyps.org</a>	X 813
Cheri Cluff, School Adjustment Counselor	<a href="mailto:ccluff@mvyps.org">ccluff@mvyps.org</a>	X 817

### STUDENT SUPPORT SERVICES

Barbara Bianco, Director of Student Support Services	<a href="mailto:barbara.bianco@mvyps.org">barbara.bianco@mvyps.org</a>	X 117
Troy Harris, Student Support Services Administrative Support	<a href="mailto:tharris@mvyps.org">tharris@mvyps.org</a>	X 136

### TECHNOLOGY QUESTIONS

Rick Mello, Technology Director	<a href="mailto:rmello@mvyps.org">rmello@mvyps.org</a>	X 666
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### DIRECTORY

#### ADMINISTRATION

	EXT.	
Superintendent	508.693.2007	Dr. Richard Smith
Principal	126	Sara Dingley
Assistant Principal	508.627.2826	Jeremy Light
Pathways & Special Projects	810	Sam Hart
Equity and ACCESS Coordinator	508.627.2826	Sheryl Taylor
Finance Manager	112	Suzanne Cioffi
Administrative Assistant	126	Noelle Warburton

#### DIRECTORS

	EXT.	
Athletic Director	123	Mark McCarthy
Guidance Director	143	John Fiorito
Wellness Director	508.922.3647	Amy Lilavois
Performing Arts Center	250	Charlie Esposito
Special Education (H.S.)	117	Barbara Bianco
Technology Director	666	Rick Mello

### SCHOOL COMMITTEE

Roxanne Ackerman	Aquinnah
Robert Lionette	Chilmark
Laura Sequin	Edgartown
Louis Pasciello	Edgartown
Kathryn Shertzer (Chair)	Oak Bluffs
Kris O'Brien	Oak Bluffs
Jennifer Cutrer	Tisbury
Michael Watts	Tisbury
Skip Manter	West Tisbury

### SCHOOL ADVISORY COUNCIL

[SAC@mvrhs.org](mailto:SAC@mvrhs.org)

The School Advisory Council is composed of teachers, guardians, students and community stakeholders. It advises and provides support to the school on the drafting and implementation of goals set forth in the School Improvement Plan.

### CIVIL RIGHTS

The M. V. Public Schools recognize the right of each student and employee to perform in an atmosphere free of harassment, intimidation, ridicule, hostility or offensiveness. MVPS

extends its policy of non-discrimination to students, staff, the general public, and individuals with whom it does business. No person shall be excluded or discriminated against on account of race, color, sex, gender identity, religion, national origin, age, disability or sexual orientation. Anyone aggrieved by or complaining of discrimination because of race, color, religion, sex, age or disability may register a complaint with the Civil Rights Compliance at the Office of the Superintendent, 4 Pine St., Vineyard Haven, MA 02568, 508.693.2007, ext. 12 **(See complete statement of civil rights policy for Martha's Vineyard Public Schools at [www.mvyps.org](http://www.mvyps.org)).**

## **TECHNOLOGY**

Please visit [mvrhs.org](http://mvrhs.org) for more information on the following tech platforms that are used by MVRHS:

- [PowerSchool](#)
- [Family ID](#)

*If you do not have access to the internet, please call the Front Office at 508.693.1033 Ext. 600 and arrangements will be made for you to get the materials posted on our website*

**2023:**

Aug. 28 & 29	New Teacher Orientation
Aug. 30	Full Professional Development Day
Aug. 31 & Sep. 1	Staff Orientation & Prep
Sept. 1	Freshman Orientation
Sept. 4	No School - Labor Day
Sept. 5	All Schools Open
Oct. 6	No School - Full Professional Development Day
Oct. 9	No School - Indigenous Peoples' Day
Oct. 12	Back to School Night
Nov. 3	First Quarter Ends
Nov. 16, 17, 20, 21	Parent/Teacher conf. (1/2 day) 12 Dismiss
Nov. 10	No School - Veterans Day
Nov. TBA	Teacher CoP* after School
Nov. 16	NHS Induction Ceremony
Nov. 22-24	No School - Thanksgiving Recess
Dec. 22	1/2 Day of School - 11 Dismissal
Dec 25- Jan 1.	No School - December Recess

**2024:**

Jan. 2	Schools Reopen
Jan. 10	Professional Development Day - ½ day
Jan. 15	No School - Martin Luther King Jr. Day
Jan. 19	Second Quarter (First Semester) Ends
Jan. 22-25	Mid-term Exams
Jan. 26	Mid-term Make Ups
Jan. TBA	Teacher CoP* after School
Feb. 14	Professional Development Day - ½ day
Feb. 19	No School - Presidents' Day
Feb. 26 - Mar. 1	No School - Winter Recess
Mar. 6	1/2 Day of School, 11 Dismiss - Professional Development Day
Apr. 5	Third Quarter Ends
Apr. 15	No School - Patriot's Day
Apr. 15 - 19	No School - Spring Recess
May 27	No School - Memorial Day
May 28-31	Senior Finals
May 29	Professional Development Day - ½ day
Jun. TBD	Day of Dialogue & Climate Summit
Jun. 7	Class Night
Jun. 9	MVRHS Graduation
Jun. 11-14	Final Exams
Jun. 17	Final Exam Make-ups / Fourth Quarter Ends/Last Day of School**
Jun. 25	Last Day of School with Five Snow Days**

\*Note: Teacher CoP is "Community of Practice".

\*\*Note: 185 scheduled school days, including five snow/emergency days. If these days are not used, the close of school in June will be adjusted in order for the calendar to carry a total of 180 student school days.

**Daily Schedule**

## II. PROCEDURES AND INFORMATION

### ASSEMBLIES

School assemblies take place in the Performing Arts Center (PAC). Students will sit with their class. Smaller presentations may be held in the Library, the Library Conference room or the Cafeteria. In most cases, students should report to their class or Mentor Meeting teacher before heading to the PAC. Students' expectations during assemblies are outlined in the Code of Conduct.

### BUSES

Buses run every school day. Late buses run at 3:45 and 5:00 for Fall and Spring seasons and 5:00 p.m. for Winter season. School rules apply for all students riding the bus. For information about bus routes contact the school transportation office at 508.693.1033 X 253.

### CAMERA SURVEILLANCE POLICY

The Martha's Vineyard Regional High School Committee recognizes the need to strike a balance between the individual's right to be free from invasion of privacy and the school's duty to promote a safe environment for the community. The policy about camera surveillance can be found at [mvrhs.org](http://mvrhs.org).

### CANCELLATION OF SCHOOL

On days when there is no school because of weather conditions or some other emergency, notice is sent via text message and email. Notice is also posted on the MVRHS website and local and state media outlets. When no announcement is made, and if weather conditions are questionable, guardians are encouraged to use their personal judgment to keep their children home.

### CELL PHONES AND MOBILE TECHNOLOGY

1. Students will be required to turn in their phones upon arrival to their classroom. Phones will be placed in a secure location, **by the student**, within the classroom. If a student does not follow the procedure consequences as outlined in the Code of Conduct will be applied.
2. Students may use their cell phones only during passing time and during their assigned lunch period. **Phones will be confiscated by Administration for the remainder of a day if it is being used by a student in community spaces (hallways, bathrooms, etc.) during instructional time.**
3. Students may not use cell phones and earbuds during instructional blocks. Teachers and staff will use their discretion to allow students to use phones during class time under supervision for academic usage.
4. To protect individual rights, mobile technology may not be used to take a picture, video or audio recording of another individual without specific permission for the agreed-upon and intended use.

### DELAYED OPENING

In the event of a delayed opening, all bus routes and schools will begin one (1) to two (2) hours later than normal. If conditions do not improve by 8:00 a.m., school may then be

canceled. Notice will be sent via text message and email. Radio Stations and the Communications Network will announce the cancellation of schools by 8:00 a.m. Delays and School Cancellations will also be posted on [mvrhs.org](http://mvrhs.org).

### **EARLY DISMISSAL PROCEDURE**

If it becomes necessary to dismiss school early because of deteriorating weather conditions or some other emergency, the early dismissal announcement will be sent out via text message and email and will be announced over Radio Stations WMVY (88.7 FM) and WQRC (99.9 FM) and over the Island Communications Center Network Broadcast. The school will also send out a text and email blast to guardians and students, and post it on the MVRHS website. On stormy days, guardians are urged to listen for these announcements, which will be made at or before 12 Noon.

### **EMERGENCY DRILLS**

MVRHS will run fire drills and lockdown drills several times a year. We request that students take these drills seriously. For fire drills, students should remain with their class and assigned teacher as they exit the building. For lockdown drills, students should practice the “Run, Hide, Fight” protocol with their teachers and their classmates.

### **FACILITIES & BUILDING ACCESS**

Students must be in their first period class by 7:40 am and dismissal is at 2:05 pm. The school’s responsibility for students ends at the conclusion of the regular school day or school-sponsored activity, i.e. dance, game, practice. The regular school day is from the time the student boards the bus until the student leaves the school bus. For students who drive to school, this will be from the time the student arrives on campus until the student leaves the campus at the conclusion of the school day.

#### ***During the school day (7:00 am - 2:15 pm):***

- Students should be in their assigned area, or otherwise with a pass.
- Visitors and guardians must enter through the front doors and sign in with the front office. Please bring identification.
- Other doors are locked, and should not be used by anyone to access the building.

#### ***After the school day (2:15 pm - 6:00 pm):***

- Students must remain in supervised areas and extracurricular activity locations.

#### ***After Hours (6:00 pm -10:00 pm):***

- School events or permitted events only.

#### ***Building Closed (10:00 pm -7:00 am):***

### **FamilyID AND STUDENT REGISTRATION**

FamilyID is MVRHS’s streamlined approach to entering & verifying data for annual Student Registration/Medical Information and Sports Clearance. All students must have FamilyID registration completed to capture demographic information, medical information, and field trip permission. All athletes must complete FamilyID in order to participate in sports.

### **MENTOR MEETING**

Mentor Meeting is a 56 minute block between fifth and sixth periods on Mondays. Half of this block will be used for Mentor Meeting, while the other half of the block students will

eat lunch. Mentor meetings are a time for students and faculty to build relationships, discuss school wide topics, get informed on events and deadlines happening around the school, and monitor their progress academically with their mentor teacher.

### **FLEX/LUNCH**

Flex and Lunch is a 68 minute block between third and fourth period Tuesday-Friday. This time will be used by all students to meet with their teachers to receive academic support or to attend enrichment opportunities (e.g. club meetings, community conversations, in school athletic tournaments, etc.). Students are required to schedule for either Flex 1 or Flex 2 on Mondays during Mentor meetings and required to attend the flex they signed up for, for the entire 30 minutes. The other 30 minute flex time is to have lunch in various places around the building (e.g. cafeteria, library, culinary arts dining room, hallway gathering spots, classrooms that allow food). Failure to attend your flex will result in a cut. If a senior has open campus before or after flex they are not required to be in the building at this time, unless they are pulled by a teacher, then they must attend that flex.

### **FLEX SIGN UP**

During mentor meetings students will be required to sign up for flex for any school days until the next mentor meeting. If a student is absent the mentor teacher will make flex choices for them. Flex choices can be changed by emailing the teacher the student would like to switch to prior to the day they are wishing to change. If a student is pulled by a teacher, they can not change their flex. Mentor teachers will be checking in on grades and flex sign ups to ensure students are making the right choices during flex.

### **FLYERS**

- All flyers must be approved and sponsored by a club advisor or staff member.
- Flyers may only go on teacher doors (with permission) and designated bulletin boards.
- Flyers should not be taped randomly on walls or they will be removed by staff/custodians.
- Flyers should not be taped to any glass windows.
- Flyers should specify a “pull-by” date indicating when flyers can be taken down.

### **LIBRARY MEDIA CENTER**

- The MVRHS Library serves the community by providing access to high interest books, print and electronic resources for research and inquiry, tools for project creation, information literacy instruction, and a variety of spaces for teaching and learning.
- In order to use the library independently during study hall, students must make a request ahead of time using the library website ([mvrhs.org/library](http://mvrhs.org/library))
- Students will leave their phones at the desk while in the library.
- A quiet atmosphere will be maintained by library users. Conversations should not be overheard. Be respectful and aware of others around you. Assume they need quiet.

### **LUNCHESES, FOOD, BEVERAGES**

Breakfast is available to students from 7:20-7:35 am. Students may either purchase their lunch or breakfast, or use [MySchoolBucks](#), an online school credit account. The state of Massachusetts covers the cost of a students first lunch, but any additional meals will need

to be paid for.

## **MURALS**

Teachers who would like to have a mural painted in their room should have a student(s) in mind to work on the project. They should follow the guidelines below in getting the mural approved and completed. Removal of, or painting over, existing murals needs prior approval from the principal and also the art director who will inform all staff of the intention to remove it.

1. Student(s) get approval from teachers near where the mural will go as well as the department head for that area.
2. Student(s) will go to the art director with their approval and intent to plan a mural.
3. The Art Director will inform the Principal of the mural and inform students if it is approved or not.
4. If approved, student(s) will create a full sketch (with color), their plan for completing it, as well as a timeline. Murals may not take more than 1 semester to complete.
5. Student(s) will bring plans to aforementioned teachers, the art director, and the Principal for approval & revisions.
6. Student(s) are responsible for all mural supplies (paint, brushes, drop cloths, rags, etc.) and may not use the art department as a resource.
7. Student(s) working on murals during school hours must check in with a pre-chosen faculty member at the beginning and end of a period. Students who fail to check in, disrupt classrooms, engage students in the hallways during class time, leave the mural area for extended periods of time, or otherwise do not follow school rules will be removed from the mural. Remaining members may complete the mural or it will be painted over.
8. Unless otherwise determined by the art director and administration, murals may remain up for five years, at which point the walls will return to a neutral color as part of the school's painting cycle.

## **OPEN CAMPUS**

Seniors "in good standing" may have "Open Campus" on their schedule. This means they can arrive late or leave early if the block is at the beginning or end of the school day, by checking in/out with the front office. They may not interrupt classes or wander hallways. If they choose to stay in the building, they may go to the cafeteria or library when available. All students with open campus must check in/out at the front office to identify where they will be for their block. All entering and exiting during this time must be done through the front door.

## **OWED MONEY/SCHOOL PROPERTY**

School property is the responsibility of the student to whom it is issued. If it is lost it will be charged to the student and they will be billed accordingly. Grades and/or transcripts will be withheld pending payment for replacement of school property. Theft or destruction of school or private property will result in severe consequences and restitution.

## **GUARDIAN CONFERENCES**

During the first quarter of each academic year, time will be scheduled during afternoons

and evenings for all guardians who request to meet with their student's teachers. We encourage guardians to meet with their student's teachers and/or counselor's at any time during the academic year.

### **DRIVING TO SCHOOL**

Students are reminded that parking on campus is a privilege. Students who are interested in driving to school and parking at MVRHS should be aware of the following policies:

- Students must adhere to MA laws regarding driving, including the restrictions for driving under a Junior Operator License.
- Parking on campus without a valid permit, either issued or on display, will result in a warning and possible loss of parking privilege and a ticket from the OBPD.
- Students are not allowed in the parking lots during the school day without administrative authorization.
- All drivers must yield the right of way to school buses and follow the instructions of the parking lot supervisors.
- Violations of school parking and/or driving regulations will result in the loss of school parking privilege.
- Parking privileges may also be revoked at any time due to disciplinary or attendance reasons.
- Students take full responsibility for any theft or damage to their cars and possessions in them.
- All vehicles parked on MVRHS property are subject to search during the day. If there is a concern that a student is in possession of illegal substances, stolen property or illegal/dangerous items, or for another reason identified by the school administration, the car may be searched.
- Students may park in the three main lots: PAC, Football Field and Gym. Students may *not* park anywhere along Sanderson Road or in the front of the building.

### **POLICIES**

To obtain hard copies or to view all MVRHS and [MVYPS policies](#) please visit the School's website, [www.mvrhs.org](http://www.mvrhs.org) or contact the Front Office at 508.693.1033 ext. 0.

### **POWERSCHOOL**

Powerschool is MVRHS's online student information system. PowerSchool offers guardians real-time access to grades, attendance, homework assignments and other class information. You can also email your student's teachers through PowerSchool. The PowerSchool Daily Bulletin is used to provide information to guardians, students, teachers and administrators about general school information including important events, fundraising activities, guardian nights, grading terms, etc.

### **SCHOOL RESOURCE OFFICER (SRO)**

The Oak Bluffs SRO exists to ensure that students and staff are safe and that the learning environment is orderly. The officer works to build positive relationships with students to help ensure the safety of the entire school community. School administrators handle disciplinary interventions for students' behavioral infractions. The SRO will not be involved in matters of routine discipline, since police intervention is designed to be exercised as a last resort. If an imminent threat of serious harm cannot be abated and it is determined that police intervention is necessary to resolve the situation, students will be afforded all



relevant due process rights guaranteed under federal, state, and local law.

### **SKATEBOARDS**

Skateboarding can be used to arrive or depart school property but are not allowed to be used otherwise on school grounds or in the building.

### **SMOKING POLICY**

Students, staff and visitors are prohibited from vaping and tobacco product use in school, on school buses and on school grounds at any time. Tobacco products and paraphernalia will be confiscated by the administration. Smoking and substance abuse on school grounds could result in a suspension from school. See code of conduct.

### **VISITORS**

All school visitors will sign in at the front office to receive a visitor's pass to enter the school. Teachers will not accept a visitor into their classroom unless they are wearing a visitor's name tag from the front office. The administration or the SRO will remove any visitors from the campus who have not signed in. All visitors are required to park in front of the school and use the front door. Student visitors must get approval from the Principal one week in advance of a visit.

## **III. BEHAVIOR EXPECTATIONS AND INTERVENTIONS**

### **CODE OF CONDUCT**

An important foundation of a stable school community is a well defined set of expectations and a clear consequence structure that upholds and enforces these expectations.

Adherence to a clear and fair Code of Conduct encourages compassion and accountability, protects the educational and civil rights of all students and ultimately leads to a safe school community for all of its members. MVRHS encourages students to take an active role in supporting a positive school climate. Students are encouraged to bring forth information that ultimately reinforces the general safety and well-being of individuals in the school community.

### **RESILIENCE AND ACCOUNTABILITY**

MVRHS strives to work with families to promote resilience (the ability to bounce back from our mistakes and failures) and accountability in our students. At MVRHS, we recognize that teenagers can make mistakes, encounter failure, and experience anxiety as they transition to adulthood. Having direct and honest conversations about choices and consequences can turn mistakes into opportunities to develop resilience and accountability.

### **WHERE AND WHEN THIS CODE OF CONDUCT APPLIES**

Students are accountable to this code of conduct during the school day, at school sponsored events (sporting events, dances, performances, school organized activities that are off site), during club and co-curricular activities in and away from school, on school field trips, as an athlete representing the school, and on overnight travel experiences coordinated by the school (Minnesingers, athletic trips, or service learning trips). The Code of Conduct also applies to events held on school grounds or in the building after the school day.

## **IN GOOD STANDING**

Students must be 'In Good Standing' in order to participate in extracurricular activities, school trips and school activities. Students can remain in good standing so long as they:

- serve consequences when assigned and do not have any missed consequences on record;
- are cleared from not being in good standing following a suspension;
- have not cut class or school on the school day of an event or the previous day (if the activity/event is on a weekend, the school day immediately prior to the event counts);
- are not a safety concern to the community; and
- demonstrate a willingness and ability to comply with the reasonable requests of adults and be redirected in the moment.

## **PROGRESSIVE DISCIPLINE**

When students are disruptive or act inappropriately, school staff and principals should respond restoratively, rationally, appropriately, consistently and with equity in mind. In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, the goal is to make sure that students continue their education, receive appropriate educational and/or mental health services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to others. Administrators should use the lowest level response that is appropriate for the behavior. Out-of-school discipline should be used as a last resort, after other interventions have been utilized. The duration of any suspensions, and alternative settings/ placements should be limited to the fewest days necessary to achieve the disciplinary goal.

Low level infractions will be matched with low level consequences. If a student does not follow through with the low level consequences assigned to a particular infraction, the consequences will escalate. For example:

- A student may be assigned a school day consequence for a Class A incident(s) (see following pages). The purpose of a school day consequence is to reinforce our school values and to give the student an opportunity to reflect upon actions taken. The consequence assignment is communicated to the student within Powerschool and/or verbally.
- If the student does not show up to this intervention, the consequences will escalate.
- If the student misses school day consequence, they will require a guardian meeting.
- If the student is unable to abide by the expectations of school day consequences, the consequences will escalate.
- If this pattern continues, the behaviors rise to a Class B level (see following pages) and will follow that consequence structure.

## **RESTORATIVE PRACTICES:**

(Restorative Practices) are based on principles that emphasize the importance of positive relationships that are central to building community. They involve processes that repair relationships when conflict occurs. Whenever possible we work with invested parties, to utilize restorative practices with the goals of maintaining safety, building a sense of belonging, and promoting investment in the school and broader community.

Students may voluntarily engage in restorative work in order to have certain privileges and opportunities restored. This involves actively engaging in a plan with the Restorative Coordinator and Student Affairs office to mend relationships and renew trust by working collaboratively. Once the plan has been engaged and/or completed, the school will consider reinstating privileges that may have been lost as a result of the incident or behavior.

Examples of Restorative Practices include but are not limited to:

- A teacher may facilitate a dialogue circle in lieu of a disciplinary action
  - A staff member may host a restorative conversation with a student and teacher when there is a conflict
  - Students and families may be referred to services available in the community
  - Students may engage in staff facilitated peer mediation
  - Students may be referred to community service
  - Students may be referred to Individual counseling and/or recovery coaches
- \*Please note, restorative practices may be in addition to, not simply instead of, other consequences.

### **GOOD SAMARITANS**

MVRHS encourages students to take an active role in supporting a positive school climate. Students are encouraged to bring forth information that ultimately reinforces the general safety and well-being of individuals in the school community.

### **SCHOOL DAY CONSEQUENCE (SDC)**

A student will attend school but will be assigned to a specific location and will be supervised in all common spaces (ie. hallways, cafeteria). It is an expectation that the student works productively on academic assignments throughout the day. The student is expected to surrender all of their electronic devices. ChromeBooks may be available to complete school work. In the case that a student has an IEP or special academic needs, appropriate academic support will be provided. A student is not in good standing on the day(s) of an SDC during the day, however at the end of the SDC, a student may be back in good standing.

### **IN SCHOOL SUSPENSION (ISS)**

A student will attend school but will be assigned to a specific location and will be supervised in all common spaces (ie. hallways, cafeteria). It is an expectation that the student works productively on academic assignments throughout the day. The student is expected to surrender all of their electronic devices. ChromeBooks may be available to complete school work. In the case that a student has an IEP or special academic needs, appropriate academic support will be provided. A student is not in good standing for a time to be determined by the Code of Conduct as an ISS. In School Suspensions are reported to the state annually.

### **OUT OF SCHOOL SUSPENSION (OSS)**

These consequences are documented on a student's internal school record. Information regarding the number of suspensions assigned annually is collected by state data. The school will not send discipline records to a school or job application; however, colleges may request the information. A student is generally asked if they have ever been suspended out of school on a college application (and sometimes a job application) and then asked to

'write to it'. A student is not in good standing for a time to be determined by the Code of Conduct as an OSS.

### **DISCRETION**

The following code of conduct below serves as a set of guidelines for responses to incidents and behaviors. MVRHS always uses discretion when making disciplinary decisions and applying consequences. Depending on the level of infraction, students will either have a conversation or a hearing with administration. At that time, a student is given the opportunity to share information and/or context. This is considered by the administrative team when making a disciplinary decision.

Please note the substantial difference in consequence structure between Class A and B infractions and Class C and D infractions. Class C infractions and above are quite serious and threaten the culture of the school and the learning experience of others. If a student is determined to have engaged in behavior that rises to a Class C level, their consequence may begin with an out of school suspension.

Additionally, Class C and D infractions will accumulate over the course of the four years a student is in high school, along with any harassment, bullying or hazing incidents. For example, if a student engages in a fight/physical altercation in the 9th grade and then again in the 11th grade, the one in 11th grade will count as a second offense and will follow the SUBSEQUENT INFRACTION structure. Class A and B infractions do not accrue in the same way year after year, students start fresh each year.

**Class A:** Classroom level infractions (see attendance policies around academic consequences for lates/tardies/cutting class):

- **FIRST INFRACTION:** Phone call home by teacher, confiscation of electronics by a teacher or administration, phone plan, referral to the Restorative Coordinator (mediation, conversation, apology), in school consequence, and/or after school consequence with a teacher.
- **SUBSEQUENT INFRACTIONS:** In school consequence, class removal, behavioral plan or phone plan, guardian meeting, school day consequence, Saturday school, escalation of behaviors to Class B consequences, possible loss of leadership positions and ability to participate in co-curricular activities.

Class A Infractions
Misuse of supplies and/or materials
Phone or earbuds usage during restricted times
Misuse of pass protocol, wandering the halls without a pass, purpose or permission
Cutting class
Profane or Obscene language
Inappropriate Behavior
Disruption of the classroom environment/ learning environment
Comprehensive School Threat Assessment- Transient or Substantive Threat

**Class B:** MVRHS seeks to promote an engaged and positive learning environment that is respectful, inclusive, and free from distractions. The following infractions represent threats to a positive school climate. The consequences for Class B infractions are:

- **FIRST INFRACTION:** A range from a guardian meeting with administration to three days of In-School Suspension.
  - Possible exclusion from school coordinated overnight trips at the discretion of the chaperone.
  - Possible meeting with a school adjustment counselor. Education provided where appropriate.
  - In the case of a conflict between two individuals, a mediation/restorative conversation will be offered.
  - MIAA Chemical Health rules apply where appropriate
  
- **SUBSEQUENT INFRACTIONS:** A range of three days of School day consequence to Out of School Suspension. *Future infractions will follow the Class C consequence structure outlined in the following page.*
  - Possible exclusion from school trips.
  - Possible class removal if behavior is interfering with the learning of others.
  - Possible loss of leadership positions and ability to participate in co-curricular activities.
  - MIAA Chemical Health rules apply where appropriate

Class B Infractions
Failure to follow instructions and/or disrespect of a staff member. Non-compliance with any reasonable request from any member of the school staff and/or deliberately giving false or misleading information. When doubt exists as to the reasonableness of a request from a staff member, students are encouraged to consult with a department head or school administrator after compliance with the request
Disruption of the School Climate/Behavior that disrupts the educational process (e.g., inappropriate classroom behavior, inappropriate physical contact, excessive noise, inappropriate discussion and reference of substance use and misuse of school equipment, etc.)
Leaving school without permission
Use of profane or defamatory language or gestures, which substantially disrupts the school climate or offends those to whom such offenses are directed
Misuse of Technology in or about school or on school hardware or networks. This includes consistent misuse of the cell phone policy, non-adherence to the Network Acceptable Use policy (see appendix), taking unauthorized videos in school, and posting inappropriate items in or about school
First time possession of nicotine paraphernalia, including vaporizers/e-cigarettes on school grounds, at school events, or on the bus
Comprehensive School Threat Assessment- Transient or Substantive Threat
Continued Class A infractions despite low level interventions

**Class C:** The following offenses are significant disruptions to the good order and stability of the school environment. They make it difficult for the school to protect the safety of members of the community and school/personal property. The school is committed to

providing a substance free environment where students feel safe to learn. Consequences for a Class C offense are:

- **FIRST INFRACTION:** 1 Day ISS to 3 Days OSS
  - Loss of leadership positions (student government and captaincy).
  - Loss of “Good Standing” for two-weeks at the discretion of the administration. This means suspension from co-curricular activities and school events (dances, sports, clubs, performances, sporting events).
  - MIAA Chemical Health rules apply where appropriate.
  - Possible non participation in school coordinated trips.
  
- **SUBSEQUENT INFRACTIONS:** 3-5 days OSS for a second incident. *Third and subsequent infractions will follow the Class D consequence structure on the following page:*
  - Students may not participate in school coordinated trips for the year. Eventual reinstatement of this privilege is at the discretion of the school.
  - Loss of “Good standing” for four weeks.
  - MIAA Chemical Health rules apply where appropriate.
  - Loss of leadership position for the remainder of the year and the following year.

Class C Incidents
Under the Influence (and/or use) of alcohol, drugs, nicotine products or other controlled substance on school grounds or at a school sponsored activity, including field trips, buses
Willful and substantial destruction of, or damage to, school or personal property
Minor theft or destruction of personal or school property
In an unauthorized area/minor trespassing. Being in an unauthorized area (e.g., any area in the school which is unsupervised or in which the student does not have permission from a staff member to be at that time)
Actions and/or comments that may threaten, incite or discriminate against others which disrupts the climate of the school and/or endangers a person(s) or property
Possession of non-nicotine paraphernalia, including vaporizers/e-cigarettes on school grounds, at school events, or on the bus
Threat of violence or physical intimidation directed toward any member of the school community
Fighting: “Self-defense” may be used as a defense in a hearing procedure. However, it is the responsibility of the person claiming self-defense to prove that they had no route of escape
Comprehensive School Threat Assessment- Substantive Threat
Continued Class B infractions despite interventions

**Class D:** MVRHS takes the safety and security of our school community seriously. Criminal threats to the safety or well-being of others are considered Class D offenses. Generally, consequences will be:

- **FIRST and all SUBSEQUENT INFRACTIONS:** Immediate removal from the school day pending a hearing. Up to 10 days of OSS with possible exclusion from school.

Referral to the SRO. The police may take action, in addition to school consequences, if criminal activity has taken place on school grounds.

- o Loss of leadership position (captaincy, student government position) for the remainder of the year and possibly longer at the discretion of the school.
- o Loss of “Good standing” for four weeks.
- o Students may not participate in co-curricular activities, trips, etc. for the duration of the exclusion. Eventual reinstatement of privileges at the discretion of the school.

Class D Incidents
Possession of a controlled substance (possession of drugs or alcoholic beverages on school grounds or at a school-sponsored activities, including field trips, buses, etc.)
Physical or Sexual Assault and/or battery of any member of the school community
Major theft of school or personal property or receiving such stolen items (including possession of answer key, teacher manual, test not yet taken, etc.) and/or obtaining money, material goods, or favors by threat of physical harm
Major trespassing in the building, unauthorized access to the building/facilities after hours (see facilities usage)
Distribution, selling, use or possession of a weapon (including knife, or other article that can be deemed dangerous), use of explosives (including fireworks)
Act of arson
Bomb threat or intentionally false fire alarm that triggers an emergency response
Distribution, or intent to distribute, a controlled substance
Taking the property of others by violence or force
Comprehensive School Threat Assessment- Very Serious Substantive Threat
A third and subsequent Class C offense

**Bullying (includes cyber bullying & Title IX), harassment (includes sexual) and hazing:**

MVRHS takes bullying, harassment and hazing very seriously. We are committed to ensuring a safe environment for all and believe that the repeated targeting of any individual or group threatens the security of all. MVRHS informs all students about the definitions of bullying, harassment and hazing, and the possible consequences of this behavior. Bullying, harassment and hazing can happen in person, online or indirectly through the spreading of information.

MVRHS also believes that individuals can change with education, and we make sure that students who are found to have participated in bullying, harassment or hazing will meet with a counselor to learn more about the impact of their behaviors. Students who do not change their behavior, and who continue to bully, harass or haze will be subjected to more serious consequences, including possible exclusion from the school day.

Incident	Offense 1	Offense 2	Offense 3	Offense 4+ /or Serious Offenses
Act of Bullying: Persistent (more than once) targeting of a	2 days SDC or ISS, education, meeting with Equity Officer and/or Adjustment	2 days OSS, education, meeting with Equity Officer and/or Adjustment	5 days OSS, education, meeting with Equity Officer and/or Adjustment	10 Days OSS, Possible exclusion hearing, education,

Incident	Offense 1	Offense 2	Offense 3	Offense 4+/ Serious Offenses
student or group of students to embarrass, harass, intimidate.	Counselor, Possible guardian meeting, may include restorative practices	Counselor, Possible guardian meeting, may include restorative practices	Counselor, Possible guardian meeting, may include restorative practices	meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices
Harassment: Targeted hostile, humiliating, obscene, sexual or degrading language, gestures or behavior towards an individual or group.	1-3 days SDC or ISS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices	2 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices	3-5 days OSS	10 Days OSS, Possible exclusion hearing, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices
Hazing: 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.	1-3 days SDC or ISS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices	2 days OSS, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices	3-5 days OSS	10 Days OSS, Possible exclusion hearing, education, meeting with Equity Officer and/or Adjustment Counselor, Possible guardian meeting, may include restorative practices

Non-academic day consequences of bullying, harassment or hazing include:

- Possible removal from school coordinated trips
- Possible suspension or removal from sports teams
- Loss of leadership positions
- Loss of Good Standing for 2 weeks or at discretion
- Restorative practices such as apology, mediation, or community service
- Applicable MIAA rules for sports apply.

**CSTAG PROTOCOL:** (Comprehensive School Threat Assessment Guidelines):

MVRHS uses a standard procedure for responding to student threats of violence called “threat assessment”. Threat assessment was recommended by the FBI and the U.S. Secret Service and Department of Education in their studies of school shootings. Our threat



assessment guidelines were developed and extensively tested at the University of Virginia, and have been adopted by thousands of schools across the country.

Threat assessment is a problem solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others. Threatening statements and behaviors are treated as indicators of frustration by an individual facing a painful interpersonal problem. The threat assessment and intervention process is designed to prevent violence by helping the individual to resolve the problem, thereby removing the impetus for violence. Safety precautions and legal actions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.

**What is a threat?** A threat is any expression of an intent to harm someone. Threats may be spoken, written, or expressed in some other way, such as gestures. Threats may be direct (“I am going to beat you up”) or indirect (“Watch me beat him up after school”). A threat can be vague (“I’m going to hurt him”) or implied (“You better watch out”). Possession of a weapon will be investigated as a possible threat.

**Why should I report a threat?** Students are often reluctant to tell adults about threats, because they don’t want to be considered “snitches.” There is a difference between snitching and seeking help to prevent an act of violence. Adults will always make time to hear a student’s concerns and will act upon any threat reported.

*Threat assessment emphasizes investigating and resolving threats in order to prevent violence, not quantifying risk.*

Type of Threat	Description	MVRHS Action
Transient Threat	A transient threat is not a serious threat and may be an expression of momentary anger or hyperbole	<ul style="list-style-type: none"> <li>● Restorative conversation to include an explanation and/or apology</li> <li>● Evaluate for individual counseling</li> <li>● guardian notification</li> </ul>
Substantive Threat	A substantive threat means there is some ongoing intent to harm someone.	<ul style="list-style-type: none"> <li>● Take suitable protective actions:</li> <li>● Collaborative with SRO</li> <li>● Call guardians</li> <li>● Suspend</li> <li>● Warn intended targets</li> <li>● Protective Actions:               <ul style="list-style-type: none"> <li>○ Evaluate mental health</li> <li>○ Restorative conversation</li> <li>○ Evaluate for individual counseling</li> <li>○ Safety plan</li> </ul> </li> </ul>

Very Serious Substantive Threat	Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation.	<ul style="list-style-type: none"> <li>● Collaborative with SRO</li> <li>● Call guardians</li> <li>● Suspend</li> <li>● Warn intended targets</li> <li>● Protective Actions: <ul style="list-style-type: none"> <li>○ Evaluate mental health</li> <li>○ Contact with Law Enforcement</li> <li>○ Safety plan</li> </ul> </li> </ul>
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**Academic Honesty:** Academic integrity is a cornerstone of our school culture. Upholding a culture of academic honesty is the responsibility of all members of the school community; teachers, guardians and students. Students are asked to attest to the following about their work (exams, major assessments, and all class and homework assignments): “I affirm that I will not give or receive any unauthorized help or use any unauthorized resources on assignments and assessments and that all work will be my own.”

If a student violates this affirmation of academic integrity, the incident will be documented by the teacher in PowerSchool and the following administrative actions will be taken.

Incident	Offense 1	Offense 2	Offense 3+
Academic Dishonesty	Teacher discretion for academic consequences. Family notification and student education. If a student is a member of the National Honor Society (NHS), a referral will be made to the faculty committee to remove the student from the NHS.	Follows Class B consequence structure. The incident will be formally recorded in the student’s disciplinary record.	At the discretion of Administration and the Guidance Department

Non-academic day consequences of academic dishonesty may include:

- Loss of NHS membership
- Loss of leadership positions
- Restorative practices such as apology, mediation, or community service

For second and subsequent offenses, the following academic consequences will include:

- Automatic zero on assignment, factored into the final grade
- Exclusion from the honor roll for the quarter
- Possible level change or loss of weighted grade for the course

**DUE PROCESS AND APPEALS:** For any infraction resulting in Out of School Suspension (OSS), the family will be contacted and asked to meet with the Principal or the Assistant Principal for a hearing. The student will not attend school until the hearing is held. Written notification is provided for out-of-school suspension, exclusion or expulsion explaining the

infraction, the evidence and the potential consequences.

Suspension periods of 1 to 9 days are considered short-term suspensions; therefore there is no appeal process.

Suspension periods of 10 or more days may be appealed to the Superintendent. The Superintendent's decision is final in these cases. Suspension appeals must be filed within five (5) calendar days of the original decision. The student or guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. Long-term suspension will remain in effect unless and until the Superintendent decides on appeal to reverse the Principal's determination.

**SEARCHES:** When there is suspicion that a student may have stolen property, illegal substances or items considered to be unsafe contained in their desk, locker, bags, clothing, person, or vehicle on school grounds, the school Principal or their designee may conduct a search of these items.

**RE-ENTRY MEETINGS:** Re-entry returns the student to their regular school program following Out of School Suspension. The re-entry meeting will include the student, the Principal or designee, guardian, and any other relevant school personnel. At this meeting a plan may be developed to assist the student's transition, address specific needs and/or monitor the student's progress.

**MANIFESTATION HEARING:** Students with an IEP/504 who are suspended from school for periods totaling longer than 10 days will have a manifestation determination meeting with the Special Education Director/Director of Guidance, guardians and other relevant personnel. This meeting will determine if the behavior was a direct result of the disability.

#### **IV. ATTENDANCE AND TARDINESS**

##### **MVRHS Attendance Philosophy**

Evidence shows that consistent attendance in class and punctuality are foundations to success for high school students. The Martha's Vineyard Regional High School (MVRHS) community values these educational characteristics and believes in the importance of classroom interaction on student learning. Learning is an ongoing process in which the dynamics of a classroom and the learning experiences created by the teacher are as important as the individual work a student does in a class. We believe that absences from classes are detrimental to the learning process and affects not only the student who is absent, but also the classroom learning dynamic.

Chronic absenteeism will impact credit accumulation, and in some cases, grades. Teachers will work to ensure students have access to work during absences, but they are not able to recreate the experience of being in the class and engaging in classwork, some of which may be counted towards class participation and project work.

In cases where students have long term or ongoing medical issues/challenges that prevent them from attending class for a significant amount of time, the school may work with the family to develop a plan to or create a 504. Our ultimate goal in creating any plan or 504 is to help students re-engage as fully as possible with the curriculum while supporting their physical and emotional well being. In such cases, it is likely that the student will be given

the opportunity to make up time and work after school in the ACCESS program or in summer school.

### **Loss of Credit Due to Absences**

All research supports the notion that school attendance is an essential indicator of student success and positive school outcomes.. At MVRHS, we will work with students and families to ensure students are in regular attendance. In the case of a major illness or a major life event, it is understandable that a student may be absent for an extended time, but in such a situation, the family and the school will work together to create a supportive plan to make up any time/work if a student misses a more than 15% of class time.

A student cannot exceed 10 absences per year in a year long course, and 5 absences in a semester long course.

Students may not earn full credit in a course upon exceeding the number of maximum absences in that course. A student will have the opportunity to re-enroll in the course at a later time, or to engage in credit recovery options. Once a student has reached the 10 day absence threshold, the student and guardian will be scheduled for a meeting with administration to discuss a plan moving forward.

1. A student will stay enrolled in a course, even if the credits earned are reduced due to unexcused absences. The grade will show on a student's transcript and will count for eligibility and, where applicable, GPA.
2. In the case where a student has 10 or more excused absences in a course in one year, MVRHS will award full credit as long as the student:
  - Has worked with guidance or administration to make a plan to address missed work AND
  - Has not accumulated absence/late/tardy/dismissals or cuts in the course.
  - Students who miss more than 15% of class time may lose credit for the course. They can work a plan out with their Guidance Counselor to either attend after school tutoring through our ACCESS program or may enroll in summer school.

We have long wrestled with the difference between an A (absence) and AE (excused absence). Unless a student is cutting class or school, they all have a valid reason to be absent. We do not want to be the arbiters of what is excused and what is not. What we are most concerned about is ensuring that students are in school for at least 85% of the time (a MA. general law threshold). As we have shared prior, attendance is a very important indicator of academic success, positive mental health and prosocial engagement.

If a student is not present in school for the minimum amount of time, we will work with families to create a time when students can re-engage, get academic help and make up school time. Currently, we have options such as ACCESS during and after school.

If a student is absent from school, they always have the opportunity to make up the work (please see guidelines for make up work). However, we cannot completely recreate the classroom experience, and there is an inherent detriment to being absent. A teacher cannot be expected to create alternative assignments or experiences that fully address the missed class.

**What this means for you:**

All absences will be an “A”. All school day absences are considered excused in that students have opportunities to make up their work. You can provide documentation of an extended absence or pattern of absence.

Please let us know if your student will be absent, and please notify the guidance counselor, school adjustment counselor, or nurse if a major life event will lead to extended absences. In this case, we can work proactively to make a plan to address the loss of school time.

You will receive notification every two weeks to let you know the number of daily absences your child has. We hope this system helps you celebrate great attendance and monitor any concerning numbers.

Students who miss more than 15% of the school year, per course *may* not earn full credit in that course. Credit *may* be reinstated in courses through a credit appeal. If your child is absent from school more than 15% of the time, or on track to miss more than 15% of the school year, we will reach out to set up a meeting to set up a plan to support you and your student.

**Definitions of Attendance Codes**

**Absence (A):** Any block where a student is not “present” in the classroom. All absences can have documentation which is to be provided to the school within 10 days of their return., documentation submitted after 10 days must be approved by the principal. Documentation for any of the below will be recorded in the student’s attendance records and will be reviewed during any attendance meetings a student may have. An accumulation of absences may result in a loss of credit. Students that are absent from school may not participate in extracurricular activities that day.

- Medical (with date specific medical documentation to the school nurse)
- Bereavement (a note with dates from a guardian)
- Observance of major religious holidays
- Legal (with documentation from court, lawyer or probation officer)
- College Visits - Seniors and Juniors may take up to three (3) days which are for college visits, interviews, or student acceptance days. The student must turn in verification from the college (an email from the admissions office or a note on official letterhead with a school official signature that includes the date(s) the student visited) in order for it to be recorded in their records.
- Dismissal by the school nurse or administration (sent home for illness, suspension, etc)
- Other - Situational, with the principal’s (or their designee) approval.

**Class Cut (C):** If a student misses any portion of a class without verified purpose and permission from a teacher or staff member, it is a cut. If a student is gone for more than 10 minutes without verified purpose, it is a cut. A student will receive an afterschool consequence for the cut, and will not have the opportunity to make up any work missed, or hand in work that was due on that day. Athletes may not participate in sports on days they

have cut class, and they may be excluded from practices or games on days they are assigned a consequence as the result of a cut.

**Dismissed (D):** A guardian may choose to dismiss their child before the end of the day. A dismissal is considered an absence and, if frequent, could lead to loss of credit in the class(es) missed. When a guardian comes to pick up their student from school for early dismissal they must come into the front of the building to check in.

**School Sponsored Travel (SST):** Field trips, overnight trips sponsored by the school, and sporting trips are not considered absences. However, students are still responsible for making up work and adhering to deadlines as outlined below.

**Late to School (L):** If a student arrives late to school, they will sign in with the attendance person in the front office. The student will receive a late admit slip to present to their teacher. If a student misses the majority of the class, it may be counted as an absence and, if frequent, could result in a loss of credit in the course and a consequence. Students may not have the opportunity to make up missed class work as a result of being late. Athletes who arrive after 8:00 am cannot participate in athletics for the day. Five lates to school will result in a consequence.

**Tardy to Class (T):** If the student does not have a pass excusing their lateness, they will be marked Tardy (T). Five tardies to class will result in a consequence.

**Other (O):** If a student misses an entire class but is within one of our support offices (Nurse, Guidance, Student Affairs, Front Office, Special Education, etc.) their attendance code will be updated to “O” indicating they were “present” in the building but not in that class.

#### **GRADE CODES RELATED TO ABSENCES**

**Incomplete Grades (I):** In certain cases, due to illness, students may receive an incomplete grade on their report card. All work must be made up within 10 school days after the course has ended. If the work is not made up, a zero will be recorded for the missed work, and averaged into the final grade.

**Medical Pass (MP):** If, as a result of a major medical condition, a student is unable to complete a significant amount of work in a quarter, the other quarter’s score will carry over as the semester grade in a semester-long course (when averaged with the appropriate exam score). In a year-long course, the final grade will be an average of the three quarters and the final and midterm exams. A student must have attained at least a passing grade in the course (60 or above) in order to utilize a medical pass. Please note, in sequential classes, a medical pass does not guarantee high student performance. Students may not be required to make up work that is essential to their understanding of the coursework. We recommend students take the opportunity to engage in extra support and tutoring to keep up with their work. All medical passes are determined by the student’s guidance counselor, with input from the student’s support team.

#### **GUIDELINES FOR MAKEUP WORK due to absence**

Type of work	Definition	Deadline for completion
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In-class work from the day of the absence	This includes all classwork and assessments that were completed in class the day the student was absent <i>that can be made up.</i>	Must be completed by Friday of the following week, unless otherwise directed by the teacher to complete earlier.
Previously announced Tests/Quizzes	Tests and quizzes that were announced by the teacher before the absence, and the student is present the day of the scheduled assessment.	Must be taken as scheduled with the rest of the class, without extension.
Homework that was due the day of the absence	This includes any work that was assigned before the absence, and due the day the student was absent.	Accepted the first class back for full credit. If not submitted the first class back, it follows the teacher's late work policy.
Independent work assigned the day of the absence	This is any work that was assigned the day that the student was absent (or before the absence) that the student should be able to complete without one-on-one instruction from the teacher. This could be ongoing work, a handout from class, and/or work that is available on Google Classroom. NOTE - This may require materials handed out during the class that the student missed. <b>It is the student's responsibility to check in with the teacher the first day after an absence, even if they do not have class that day.</b>	Due as scheduled, with the rest of the class, with no extension.
Work assigned the day of the absence that requires instruction	This is work that requires face-to-face communication with the teacher to explain concepts, instructions, etc.	Must be completed by Friday of the following week for full credit. If not submitted by the following Friday, it follows the late work policy.
Long term Assignments due on the day of an absence	Long term projects, essays or term papers with previously set due dates.	Must be handed in on the day of return.

## **Each time a student is absent,**

### **The guardian will:**

- Report all absences, dismissals, and lates to school by phone at 508.693.1033 ext. 235 or by email to [attendance@mvrhs.org](mailto:attendance@mvrhs.org). You may also report extended absences here but should also be in touch with your student's Guidance Counselor, please include the reason for the extended absence.
- Provide documentation for excused absences within 10 days of the absence.
- Communicate with the guidance counselor and teachers for any pre-planned extended absence if they wish to create a plan for keeping up with work during the absence. If these are planned absences that stem from a documented medical situation (surgery, etc.) or a structured educational alternative program (educational exchange program), the Principal will meet with the family to preempt the appeal process and will then request the Guidance Counselor work with the family to develop an appropriate plan. Some people may choose to take long term absences for vacation or travel. These absences will count as unexcused absences, and may result in a reduction in credit earned for courses.

### **The school will:**

- Send an email the following day showing the previous day's absences and cuts.
- Notify guardians when the student is in danger of losing credit for a course.
- MVRHS Administration or Guidance will make a reasonable effort to meet with guardian(s) of a student who has a pattern of absences in order to develop an action plan to improve attendance. If attendance does not improve after school interventions, the school may take the following actions:
  - File a 51A for guardian neglect with the Department of Children and Families.
  - Submit a CRA petition to the County of Dukes County Juvenile Court.
  - File a Failure to Send, Criminal Complaint against the guardian at County of Dukes County Court.
- Provide students with an opportunity for credit recovery in cases where a student has lost credit in a course due to absences. In these cases, students will need to engage in credit recovery work, retake the course, or retake an equivalent course/credit bearing option.
- Withdraw students with unexcused absences for ten consecutive days. Withdrawal from school may result in a loss of credit for all courses.
- Provide an opportunity for students and families to appeal a reduction or loss of credit. The appeals committee will be composed of representation of Administration, Teaching staff, Guidance, and the attendance office, and, when appropriate, the school nurse.

## **LAW FOR 18-YEAR-OLD DISMISSALS**

Once a person reaches the age of eighteen, Massachusetts law holds that they are an adult and has reached the age of majority. **(See M.G.L. c.4, s.7, cl. 50 and 51)** This means that an eighteen-year-old is capable of signing legal documents and entering into contracts. Consistent with this definition of "adult" is the ability to sign school-related documents including report cards, permission slips and absence notes. A school still may continue to inform guardians of grades, absences, etc. but it cannot require the signature of the guardian as a condition for accepting these documents. However, in compliance with the regulation, our procedures may require that another adult with knowledge of the student's



whereabouts (i.e. guardians) sign absentee notes.

Students who are eighteen years of age or older may request a form from the front office that allows them to sign themselves out for specific reasons. This form must be signed by the Principal and this privilege may be lost if abused or violated.

Students aged eighteen or older are subject to the same school rules as all other students. Thus, they are subject to discipline on the same basis as students who have not attained the age of eighteen. However, since a student is not required to continue in school after the age of sixteen, it is clear that no legal proceeding may be commenced punishing such a student for failure to attend school.

### **PERMANENT WITHDRAWAL FROM SCHOOL**

No student who has not graduated from high school shall be considered to have permanently left public school unless the Principal has sent notice within a period of five (5) days from the student's 10th consecutive absence to the student and guardian in the primary language of the guardian and in English, initially offering at least two (2) dates and times for an exit interview between the Superintendent or designee and the student and their guardians.

The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements. During the exit interview, the student shall be given information about the following:

- the detrimental effects of early withdrawal from school
- the benefits of earning a high school diploma
- the alternative education programs and services available to the student

## **V. ACADEMICS**

It is the policy of Martha's Vineyard Regional High School to offer the opportunity to students to participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, disability, marital status, age or sexual orientation (**See complete statement of anti bias policy for Martha's Vineyard Public Schools at [www.mvyyps.org](http://www.mvyyps.org)**).

### **MCAS REQUIREMENT**

All students must earn a designation of at least Needs Improvement on the ELA, Math and Biology MCAS, as designated by the Massachusetts Department of Elementary and Secondary Education, and also using an educational proficiency plan, students must be moving toward proficient in ELA and Math to receive a high school diploma.

### **MINIMUM SUBJECT LOAD**

Each student is required to carry a minimum course load of seven (7) subjects in each semester. This can include a Teaching Assistant (TA) position or an Independent Study.

### **COURSE CREDIT**

20.00 credits - courses meeting for one full year, two seventy-five minute blocks daily

5.00 credits - courses meeting for one full year (one block alternate days)

2.50 credits - courses meeting for one semester (one block alternate days)

## **CREDITS REQUIRED FOR PROMOTION TO THE NEXT GRADE**

From Grade 9 to Grade 10: 30 credits

From Grade 10 to Grade 11: 60 credits

From Grade 11 to Grade 12: 90 credits

## **GRADES**

Individual student report cards are available every nine weeks and the final report card is available approximately three weeks after the conclusion of the school year. Grades reported on the student report card will be letter grades. Any grade below D is a failure.

## **GRADE TABLE**

NG = No grade - not included in the average for final grade.

P = Passing - 70 - included in average for final grade-credit.

MP = Medical Pass - not included in average for final grade/credit.

I = Incomplete - not included in average and does not get credit until grade change (see incomplete explanation under “Definitions of Attendance Codes”).

W = Withdraw - not included in GPA - no credit.

WF = Withdraw Failure - included in GPA if it is a core course.

F = Failure included in GPA if it is a core course.

A = a course average of 93-100

A- = a course average of 90-92

B+ = a course average of 87-89

B = a course average of 83-86

B = a course average of 80-82

C+ = a course average of 77-79

C = a course average of 73-76

C- = a course average of 70-72

D+ = a course average of 67-69

D = a course average of 63-66

D- = a course average of 60-62

Teachers will round appropriately to yield a whole number average.

\* Incomplete work must be completed 15 days after the close of grades.

## **COOPERATIVE EDUCATION PROGRAM**

The Cooperative Education Program is a continuation of the school program that provides qualified Chapter 74 senior students with an employment opportunity within their major field of study (Automotive, Building Trades, Culinary Arts, Horticulture, Health Assisting) in a real-world setting. The student must secure placement which is directly related to the CTE program in which the student has been trained. Student performance will be reported by the employer on a weekly basis. Students are paid for their work, while earning credits.

***Students must have been enrolled for at least one and one half years of full-time study in a specific vocational technical program to be eligible.***

**Eligibility for the Cooperative Education Program is based on the following criteria:**

- A student must have earned an OSHA 10 credential.
- A student must maintain a 95% attendance rate.

- A student must maintain a C- average or better and receive no grade lower than a D in any course.
- A student must meet minimum program competency requirements and receive the recommendation of the CTE instructor, Director of CTE programs and Administration.
- A student not meeting these criteria initially, will be reviewed following Quarter 1 interim reports during their senior year.
- A student may be removed from the Cooperative Education Program if one or more of the following conditions exist during the senior year:
  - The student receives a failing grade in any subject.
  - The student is absent more than three (3) unexcused absences in a quarter.
  - A student participates in behavior leading to disciplinary suspension.
  - A student fails to return time slips, weekly work reports and/or evaluations to school.

Final determination of eligibility is at the discretion of the Director of CTE.

### **CLASS RANK**

Each student shall have their quartile/percentage rank computed at the conclusion of the junior year as well as at the end of the first semester of their senior year.

To receive a regular class rank at the end of junior year. A student must be enrolled at Martha's Vineyard Regional High School for at least one full semester. Students must maintain enrollment through graduation to be eligible for a speaking role in commencement exercises and regular class rank. Students who do not meet these criteria will be assigned an equivalent class rank which will be noted as such on school transcripts.

The grades of each student in English, Social Studies, Science, Mathematics, and World Languages will be awarded quality points according to the academic weight assigned to the course. The categories are AP, Honors, College A, College I and College II.

The weighted quality points are based on the 6.0 system. The grade point average (GPA) will be determined by the total quality points earned divided by the total number of course units which have been weighted.

### **Weighted Point Values**

<b>Mark</b>		<b>AP</b>	<b>Honors</b>	<b>Col. A</b>	<b>Col. I</b>	<b>Col. II</b>
(93-100)	A	6.50	6.00	5.50	5.00	4.00
(90-92)	A-	6.17	5.67	5.17	4.67	3.67
(87-89)	B+	5.83	5.33	4.83	4.33	3.33
(83-86)	B	5.50	5.00	4.50	4.00	3.00
(80-82)	B-	5.17	4.67	4.17	3.67	2.67
(77-79)	C+	4.83	4.33	3.83	3.33	2.33
(73-76)	C	4.50	4.00	3.50	3.00	2.00
(70-72)	C-	4.17	3.67	3.17	2.67	1.67
(67-69)	D+	3.83	3.33	2.83	2.33	1.33
(63-66)	D	3.50	3.00	2.50	2.00	1.00

(60-62)	D-	3.17	2.67	2.17	1.67	0.67
(0-59)	F	0.00	0.00	0.00	0.00	0.00

## EXAMINATIONS

Mid-year and final examinations are given in all subject areas. Only students who miss an exam for an approved reason can make up their exams. **Exceptions must be approved by the Principal. A guardian and the student will need to schedule an appointment with the Principal and their Guidance Counselor to request an exam change no later than two weeks prior to the exam.**

## ACADEMIC RECOGNITION

To receive academic recognition, students must have a semester average grade of B- or above in all of their courses. The semester average is calculated by averaging first quarter, second quarter, and exam grades.

## NATIONAL HONOR SOCIETY

National Honor Society is a National Organization of the top students who have also demonstrated leadership, character, and service. Members are required to perform 15 hours of community service, attend the once-a-month meetings, and participate in fundraising efforts. NHS induction will be for juniors & seniors.

Candidates eligible for election to the chapter shall have a minimum cumulative grade point average of 4.7 on the weighted scale. This scholastic level of achievement shall remain fixed and shall be the required minimum scholastic level of achievement for admission to candidacy. Candidates may have no significant behavioral infractions for each of the previous two semesters. The Principal shall notify all students who have met these criteria of their eligibility.

Candidates are asked to fill out an activity profile sheet and all teachers are asked to evaluate these students on the area of leadership, character and community. Final selection is made by the National Honor Society Faculty Council.

To remain a member of the National Honor Society, a student must maintain the minimum criteria under which they entered. Students with behavioral or attendance issues, or whose academic index and/or behavior declines below entrance standards will be placed on a one-semester probation. The faculty committee will then meet to determine if a student's membership is terminated or reinstated.

## EARLY GRADUATION

With the permission of their guardian, any student may seek to accelerate fulfilling all normal course requirements in order to take part in a full day independent program for the second semester of the senior year.

The following procedure must be followed:

1. A formal letter of request, which documents a proposed independent program, must be submitted by a guardian to the Guidance Department **no later than the start of school.**
2. The student, along with their guidance counselor, must then meet with the Principal.

Approval will be based on a student's past academic performance and ability to complete requirements for early graduation with a high scholastic performance.

3. The Principal will reach one of three possible decisions: denial of the program; approval of the program without stipulation; or approval of the program with stipulation. For instance, students granted approval may be expected to attain a "**B**" **average** in their scheduled courses.
4. If the student's program is approved, a letter of approval will be sent to the student, the counselor and the guardian.
5. Any student failing to complete all conditions to begin the program will thereafter be required to carry the normal academic load of at least seven (7) courses.

### **HONORS RECOGNITION AT GRADUATION**

After the close of the first semester, the names of those students in the Senior class who have achieved academic honors during the four years of their high school career will be announced. For graduation, the top twenty (honors) students will be selected at the end of the first semester of the senior year (grade point equivalents will be taken to the nearest thousandths of a point).

The student attaining the highest academic average throughout four years of high school will be designated Valedictorian. The student attaining the second highest academic average throughout four years of high school will be designated Salutatorian.

All speeches will be given to the Principal for approval prior to graduation.

## **VI. GUIDANCE**

### **OVERVIEW OF GUIDANCE COUNSELOR ROLE**

All students are assigned a counselor. During the year, students will be routinely seen by their counselor as well as scheduled for appointments on referrals of school staff members or on the basis of educational progress reports. It is important to realize, however, that students need not have to wait for their appointment before they can see their counselor. They should not wait to be called to the Guidance Office when a problem or question arises. It is the goal of the Guidance Department to personalize each student's educational program in order that they may better cope with the challenges of living through individual and group counseling activities. The Guidance Office also maintains an up-to-date file for educational and vocational information, which is readily available to all members of the Vineyard community. It is the philosophy of the Guidance Office that if its services are to be most effectively utilized, it is imperative that counselors not limit their availability to the normal school day. Consequently students and guardians should feel free to schedule early morning or after school appointments.

### **CAREER COUNSELING**

The Regional Guidance Department maintains an up-to-date inventory of career and post-secondary educational programs as well as information relating to employment trends. Personal assessment instruments are available for individual use. Utilizing the Naviance Internet Program, each individual student will work to develop a transitional plan from high school incorporating the career assessment and personality learning style tools. Students will be encouraged to do career exploration throughout their four years in high

school.

### **PERSONAL COUNSELING**

As part of the personalization of each student's educational and social growth at Martha's Vineyard Regional High School, short-term individual counseling is available to all students. The goal of this service is to nurture within each student more effective coping skills, as well as a fuller understanding of self. Issues discussed frequently concern peer relations, academic progress, questions of self-esteem, and family issues. In addition to the Guidance Counselors, School Adjustment Counselors are available by appointment, on a walk-in basis or in case of emergencies. In matters of student confidentiality, the Guidance Department adheres to the American School Counselor Association's code of ethics which states that student confidentiality is to be maintained except in cases where physical harm may be imminent.

### **REFERRALS**

The Guidance Department is a vital link for identifying mental health/substance abuse resources and collaborates with community agencies, such as Martha's Vineyard Community Services (Island Counseling Center, Island Wide Youth Collaborative, Connect to End Violence, Island Intervention Center); Island Health Care (Recovery Coaching); and therapists in private practice. The Guidance Department also works collaboratively with the Special Education Department to support students with disabilities; see Special Education section for referral information. The Director of Guidance is also a member of the MVRHS Child Study Team. Any guardians can refer their student to the child study team if there are any academic and/or social/emotional concerns.

### **COURSE SCHEDULING PROCESS**

The course selection process begins in February with the submission to Guidance by staff of course and level recommendations for all students.

### **STUDENT SCHEDULE CHANGES**

Students meet with their counselors to help determine the classes that they will take for the following school year. Once schedules have been created and distributed, student schedule changes should ideally be limited. Some reasons for changing a schedule may include:

- The student is missing a class needed to meet a Massachusetts education requirement or a graduation requirement.
- The student has already taken and received a grade for a scheduled class.
- The student has previously and unsuccessfully taken a class with the selected teacher.
- The student's schedule is unbalanced with his or her academic and elective classes from one day to the next.
- The student is requesting a study hall be replaced by another class, Teaching Assistant or Independent Study.
- The student requests a change of program (i.e. Work Study, Mentorship, Senior Project, etc.).
- The student did not complete all required summer work and cannot take the class.

Procedures and timeframes to be used by students who are requesting a change of

schedule:

### **Add/Drop Days**

Students may come in and present their schedule change requests to the Guidance Department two weeks prior to the start of school (aka: "Add/Drop").

### **Once school starts (and at the start of the second semester):**

During the first four days of school, students who desire a change of schedule should request a pass from a classroom (or study hall) teacher to the Guidance Office. Students should only ask for a pass during a study hall or, if the student has eight scheduled classes, during the class for which the change is requested.

Beginning on Monday of the first full week of school, an appointment must be made in order to see a Guidance Counselor regarding a schedule change.

### **SCHEDULE CHANGES**

In order that a reasonable control can be exercised by the Guidance Department over program changes, the following policy must be adhered to:

- Students wishing to drop a course without a penalty of failure must do so within the prescribed add/drop period. If the student is failing the course, they will receive a WF on their transcript. It is the discretion of the head of the Guidance Department to issue a mark of W (withdrawn) or WF (withdrawn – failing).
- After discussing the educational soundness of the proposed change with his counselor, the student will be given a Program Change Request Form.
- Only upon the return to Guidance of the Program Change Request Form properly signed by all specified individuals, will the change become effective. Changes become part of the computerized program used by teachers.
- Students must follow their original schedule until all of the above has been completed. Teachers will not admit students to their class until the above steps are completed.

### **STUDENT CONFIDENTIALITY AND PERMANENT RECORD**

The Guidance Department adheres to the code of ethics governing matters of student confidentiality and record stated by the American School Counselor's Association and defined by Massachusetts General Laws, Chapter 71, Sections 34D, 34E and 89.

The permanent folder of each student may only be viewed by counselors, administrators, teachers, guardians, and the individual student. All others must present a signed permission statement by the student/guardian (if under 18) to Guidance. All persons, other than the Guidance personnel and administration, are required to sign a logbook before the permanent record can be viewed.

A student must complete a release of information form whenever a copy of their records is to be mailed to a designated individual, school, or college.

Upon graduation or leaving the school, each student will be notified of the parts of their record that are maintained on file, destroyed, and available to them upon request. They will be informed of the dates at which parts of their record will be destroyed.

## **STUDENT ADMISSION AND ORIENTATION**

### **Students new to the Vineyard**

1. Must satisfy our residency requirement.
2. Prior to registration, guidance should have an official copy of the student's transcript and health records.
3. The new student must be registered in person and accompanied by a guardian.
4. The student will normally begin attending classes the day after registration. This is to allow receiving teachers to verify space, textbook, etc.
5. The student's counselor will schedule a follow-up meeting within two weeks of enrollment.

### **Entering Freshmen**

1. Martha's Vineyard Regional High School counselors meet with their junior high school counterparts to review course catalog, course prerequisites.
2. Martha's Vineyard Regional High School counselors hold a general information meeting in each junior high school with students.
3. Martha's Vineyard Regional High School counselors and staff hold a general information meeting in the evening for guardians of 8th graders.
4. Each 8th grader is individually scheduled in their local school by junior high school and high school counselors - guardians are also invited.
5. A visitation to the high school is made available in the spring for interested students.

## **TRANSFERS**

Any student transferring to another school should notify the guidance office of their intentions. No student up to the age of sixteen will be allowed to withdraw from school without written authorization from their guardian. No transcripts will be forwarded to another school if the student transferring has any "unpaid bills" due to the school (lost books, etc.).

## **INCOMPLETE MARKS**

Usually, there is enough information on a pupil by the end of term to give them a grade for the term. In certain cases, however, such as one when a pupil has missed a block of classes and assignments because of illness, it may be necessary to enter an "I" (incomplete) on the pupil's report card and office record. In all but very unusual cases, the following standard will be followed:

**Semester and Yearly courses: Work must be made up within 15 days after the course terminates unless a special extension has been granted by the Principal or the Director of Guidance.** If not made up, a "zero" will be recorded for all work missed and averaged in with other marks for that subject.

## **VII. SPECIAL EDUCATION**

### **OVERVIEW OF SPECIAL EDUCATION**

The MVRHS Special Education Department provides specialized instruction and/or related services for students with an educational disability. Services are provided in the least restrictive environment through a continuum of services/supports. Individual student's educational programs (IEPS) are designed with services ranging from accommodations in the classroom, to support provided from a paraprofessional, to participation in a



co-teaching classroom, to academic support, to small group specialized instruction for specific content areas, and substantially separate classrooms/programs. Students that are found eligible for special education have a right to special education until they meet state and district graduation requirements or until they turn 22 years of age.

### **CHILD FIND PROCESS AND DCAP (often referred to as Child Study)**

To help ensure that all efforts have been made to meet students' academic and social emotional needs in the general education setting, Massachusetts General Laws require that school districts implement District Curriculum Accommodation Plans (DCAPs). Faculty at MVRHS are continuously utilizing the DCAP to monitor student progress and to look for opportunities to make necessary accommodations to facilitate learning and to foster understanding. The weekly Student Advisory/Assistance Team (SAT) proactively looks at data to identify students who are not finding success with the universal supports provided through the DCAP. With input from the student, faculty, and/or guardians, an ICAP (Individualized Curriculum Accommodation Plan) may be developed. An ICAP offers more personalized support based on a student's current situation. After 3-6 weeks the team assesses if the student is making progress or if there are ongoing concerns. This may lead to a formal evaluation (see below) to determine if the child has an area of disability and may require a 504 plan or an Individualized Education Plan (IEP).

### **REFERRALS TO SPECIAL EDUCATION**

A guardian or any person in a care-giving or professional position concerned with a student's development or a suspicion that the student may have a disability should contact the student's guidance counselor to inquire about a referral to the Student Assistance Team (SAT). This team will review the concern and evidence to determine appropriate interventions and supports for the student to meet with success (ICAP). If there is a suspicion of a disability a referral for special education can be made to the Director of Student Services/Special Education at MVRHS. This process does not impede the interventions put in place by guidance, teachers, or SAT (ICAP). If the need for a formal evaluation is determined, consent from the guardian will be obtained and the process will begin. The assessments conducted will be direct/indirect and formal/informal, these measures will be in the area of suspected disability(ies). Once the evaluation is completed, the team will consider the findings of the assessments to determine if a student is eligible for special education and/or related services. The IEP team consists of a minimum of three members: guardian/student, general education teacher, special education teacher. Members may assume multiple roles. They must be familiar with the student, understand the curriculum, be able to interpret the result of the testing in their area of expertise, and chair the meeting representing the District with knowledge of the special education resources in the district. For further information contact the Special Education office at the school and/or the DESE website regarding special education regulations and procedures.

## **VIII. HEALTH SERVICES**

**To contact the nurse:**

**Telephone: (508) 693-1033 ext. 116**

**Fax: (508) 696-6042**

**Website: [www.mvrhs.org/nurse/index.html](http://www.mvrhs.org/nurse/index.html)**

While guardians have primary responsibility for their children's health, the school is also responsible for the safety and well-being of students while they are in the school setting. There is a registered nurse on duty daily in the high school's health room located next to the front office. The role of the nurse is to facilitate health and wellness so each student has the opportunity for academic success. We encourage guardian communication regarding any questions or concerns.

**guardians must provide or update their child's medical information to the school annually. If at any time the medical information changes please notify the nurse's office.**

**A student must receive permission from the school nurse or her designee, and a guardian, or other listed adult registered with the school, before being released for health or medical reasons.**

### **SERVICES OFFERED BY THE NURSE**

- **Referrals for Medical Intervention**
- **Dismissals for Illness** Dismissals for illness will be handled by the school nurse who will assess the student and then contact guardian and make arrangements for the dismissal. A student must receive permission from the school nurse or their designee, and a guardian, or other listed adult registered with the school, before being released for health or medical reasons.
- **Dismissal for a Medical Appointment** The school nurse must receive a written note or phone call (note is preferred) from the guardian prior to being excused. The student must obtain documentation of the appointment from the medical provider and turn this into the school nurse when returning to school in order for the absence to be excused.
- **Individualized Health Care Plans (IHCP):** When a student has a specialized medical need or diagnosis which must be assessed, managed and monitored in school, such as a life-threatening allergy or diabetes, the nurse in collaboration with the student, the student's guardian, and primary care provider's orders, a IHCP is developed.
- **Medication Administration:** No student may be in possession of ANY medication on school grounds. (Refer to Prescription Medications for exceptions on page 44.)
- **Access to Local Health Care:** The school nurse is a vital link for identifying health resources and community services.
- **Nurse as an Educator:** The school nurse teaches students, guardians and staff about health and wellness issues and strives to promote understanding of students' health needs.
- **Communicable Disease Control:** Ensures adherence to Massachusetts immunization requirements and monitors infections and other diseases. Students entering MVRHS for the first time are required upon admittance to present a physician's certificate verifying updated **immunizations in accordance with the Department of Public Health.**

**State Mandated Screenings: All students will receive the following screenings unless guardian all exemptions are on file. The school nurse will send notification to the guardian if the screening result requires further medical attention. Please contact the school nurse if you have any questions or concerns.**

- Scoliosis: 9<sup>th</sup> Grade Only
- SBIRT

- Vision, Hearing, Height, Weight and Body Mass Index (BMI): 10<sup>th</sup> grade only.

**Prescription Medications: Prescription drugs may be distributed to students by the school nurse when a signed consent by the guardian is filled out through [FamilyID](#). This order MUST be renewed as needed and at the beginning of each academic year.**

- Medication must be delivered to the school nurse in a pharmacy-labeled container by the student's guardian. No more than a thirty-day supply can be accepted by the nurse. All remaining medications will be destroyed on the last day of school, unless picked up by the guardian.
- The initial dose of a medication cannot be given in school. After a student has been observed to tolerate a medication without side effects or problems at home, subsequent doses may be given at school if necessary.

**EXCEPTIONS: Students may self-administer prescription medications when:**

- Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
- Students with medical conditions requiring enzyme supplements may possess and administer them.
- Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
- Students with life threatening allergies may possess and administer prescription Epinephrine.

**Over the counter medications: Acetaminophen, Ibuprofen, Anti-Itch Gel, Antacid and First Aid Ointment are available in school and may be given ONLY after guardian permission is obtained through FamilyID ([www.familyid.com](http://www.familyid.com)). Students are not permitted to carry any over the counter medications on their person during the school day.**

## **INJURIES/ACCIDENTS**

MVRHS provides accident insurance for covered expenses for all enrolled students while at school, traveling to or from school, and at school-sponsored activities. In the event of injury to your child, please report the injury as soon as possible to the school nurse or athletic trainer (for sports-related injuries). The school nurse or athletic trainer will provide you with the claim forms and information needed.

## **PHYSICAL EXAM REQUIREMENTS**

All students entering Martha's Vineyard Regional High School must submit a physical examination. Physical examinations must have been performed within one year of entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter.

A student transferring from another school system will be handled as any other new student entering the school. Health records transferred from the previous school may be used to determine compliance with this request. If a student leaves MVRHS the records will be sent to the receiving school.

## **SPORTS PHYSICAL EXAMS**

A sports physical exam must be on file in the nurse's office before any student will be allowed to participate in any sport activity (including tryouts). Students may not participate until cleared by the school nurse.

### **Sports Physicals will only be accepted under the following conditions:**

All sports physical examinations and medical documents must be hand delivered, faxed or mailed to the school nurse (or hand delivered to the Athletic Trainer). **DO NOT give physicals, sports physicals, concussion forms, or any other medical documents to the coach.**

- **Fax number:** (508) 696-6042
- **Mailing address:** MVRHS, c/o School Nurse  
P.O. Box 1385  
Oak Bluffs, MA 02557

All graduating seniors will be given their school medical records at graduation rehearsal.

## **IX. EXTRA-CURRICULAR ACTIVITIES**

Martha's Vineyard Regional High School offers many extracurricular activities and we encourage all students to be as active in school activities as possible. Most extracurricular activities are scheduled immediately after school. There are late buses for students who participate.

Extracurricular activities are varied and based on student interest. New clubs can be formed if there is interest and if an advisor from the staff is willing to sponsor the organization.

### **ACADEMIC ELIGIBILITY for MIAA SPORTS:**

The MIAA is the governing body of all interscholastic sports in MA. As such, there are specific eligibility requirements for students to participate in interscholastic team/individual competition.

- Students must pass at least 70% of their classes.
- The final year grades will be used for fall eligibility.
- A senior participating in spring sports will only need to be eligible during the 3rd quarter report cards.
- Summer school can be used for Fall eligibility if and only if the course is the same course that failed in the previous quarter or semester.
- The guidelines above align with the current MIAA handbook.
- All Incoming Freshman or students new to the school will be eligible for the Fall athletics season.

Please see the [Athletic Handbook](#) for additional information.

## CLUBS

MVRHS offers many opportunities for students to become involved after school. New clubs are often sponsored each year.

## ELIGIBILITY FOR CLUBS AND OTHER EXTRACURRICULAR ACTIVITIES

[Family ID](#) must be updated each school year for a student to participate in field trips and athletics. Students must be in good standing in order to participate in extracurricular activities. If a student is absent for any part of the school day, the student may not participate in their extra-curricular activity. Waivers for ineligible students are granted only by permission of administration for compelling academic reasons.

## FIELD TRIPS

The Martha's Vineyard Regional High School encourages experiential education through field trips.

**There are different types of field trips offered through the school:**

- **CLASS TIME TRIPS:** These experiences last for the duration of a particular class and involve travel on island via school transportation. Academic eligibility does not apply to these trips.
- **EXTENDED FIELD TRIPS:** These experiences may be on or off island and involve missing some or all of a school day beyond one class.
- **Overnight or out-of-state field trips:** These experiences may involve missing days of school and involve additional expense. A student may choose only one overnight or out of state field trip per school year which requires them to miss school for more than one day. *Students who wish to attend a second trip must apply to the principal in writing at least 60 days in advance of the trip.*

## FIELD TRIP ELIGIBILITY

For all field trips students must meet eligibility requirements, which require a student to:

- be in good standing
- have updated medical information on file in the Nurse's Office
- have updated demographic information on file in Family ID
- not in danger of losing course credit due to absences

Chaperones/Supervisors of field trips may have additional requirements for participation in the trip. Chaperones or school administrators reserve the right to restrict a student's participation in a field trip if there are legitimate behavioral concerns or incidents prior to the trip's departure. All school rules apply on any school activities off school grounds. ***The school reserves the right to search student bags before and during a field trip, as it feels necessary.***

Students shall not travel to or from any field trips in any way other than the transportation provided by the school, unless permission is obtained from the Principal.

## HAZING

Per MA General Laws, the definition of Hazing is "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 ...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....consent shall not be available as a defense to any prosecution under this action”.

Hazing is illegal and in violation of our Code of Conduct. Please refer to that section of the handbook for information about school based consequences.

### **PERMISSION**

Guardians provide permission electronically through [Family ID](#) prior to the start of school. In addition, for extended field trips, overnight travel, or international travel, specific guardian permission will be requested on a per trip basis.

\*Students with medical concerns may be required to have a doctor’s note to participate.

### **SCHOOL ACTIVITIES**

All activities, formal or informal, must be approved by the administration. A request for an intended or proposed activity *must be approved* in advance. A faculty member must always be present when a group of students meet to prepare for or conduct an activity.

All filming on school grounds and in school buildings must have the prior approval of the administration.

## **X. MASSACHUSETTS GENERAL LAWS**

**Section 37H of Chapter 71 of the Massachusetts General Laws states that the following must be included in school handbooks:**

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter

of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) 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.

**Section 37H1/2 of Chapter 71 of the Massachusetts General Laws states the following:**

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such a student, no school or school district shall be required to provide educational services to such student.

**Section 37H3/4 of Chapter 71 of Massachusetts State General Law states the following:**

Section 37H3/4 (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

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

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a guardian of the student shall notify the superintendent in



writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a guardian of the student if the superintendent, or a designee, makes a good faith effort to include the guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

**Massachusetts Anti-Bullying Law, Harassment and Title IX**

The following procedures are a guideline for infractions of the Massachusetts Anti-Bullying Law and infractions of Federal Title IX Civil Rights Legislation. Serious violations of these two laws will be handled at the discretion of the Principal, may not involve the guideline below, and may result in suspension from school beyond the third offense level. See Code of Conduct for MVRHS action steps.

**Massachusetts General Law 71-37H, 37H1/2, 37H3/4**

The following matrix is based on MGL71-37H, 37H1/2, 37H3/4, a text of which follows the chart.

**Statutory Offenses**

<b>Offense</b>	<b>Potential Response</b>	<b>Notification</b>	<b>Additional Requirements</b>	<b>Appeal Process</b>
Possession of a controlled substance per MGL 71-37H	10 day suspension pending an exclusion (long term suspension) hearing with the Principal	guardian notification with hearing with the Assistant Principal & police notification	Educational Service Plan if exclusion is employed - Principal may require additional testing/counseling	Appeal long term suspension to Superintendent w/in 5 days
Distribution of a controlled substance per MGL 71-37H	10 day suspension pending an exclusion (long term suspension) hearing with the Principal	guardian notification with hearing with the Assistant Principal & police notification	Educational Service Plan if exclusion is employed - Principal may require additional testing/counseling	Appeal long term suspension to Superintendent w/in 5 days
Possession of a weapon	10 day suspension	guardian notification with	Educational Service Plan if exclusion is	Appeal long term

in school per MGL 71-37H	pending an exclusion (long term suspension) hearing with the Principal	hearing with the Assistant Principal & police notification	employed - Principal may require additional testing/ counseling	suspension to Superintendent w/in 5 days
Assault of a staff member per MGL 71-37H	10 day suspension pending an exclusion (long term suspension) hearing with the Principal	guardian notification with hearing with the Assistant Principal & police notification	Educational Service Plan if exclusion is employed - Principal may require additional testing/ counseling	Appeal long term suspension to Superintendent w/in 5 days

### Non-Statutory Offenses

Offense	Potential Response	Notification	Additional Requirements	Appeal Process
Possession of paraphernalia	Behavioral Supports and/or up to a 5 day suspension	guardian notification and hearing with Assistant Principal	Educational Service Plan if suspension is employed - Principal may require additional testing/counseling	No appeal of short term suspension
Possession of tobacco	Behavioral Supports and/or up to a 10 day suspension	guardian notification and hearing with Assistant Principal	Educational Service Plan if suspension is employed - Principal may require additional testing/counseling	No appeal of short term suspension
Possession of alcohol	Behavioral Supports and/or up to a 10 day suspension	guardian notification and hearing with Assistant Principal	Educational Service Plan if suspension is employed - Principal may require additional testing/counseling	No appeal of short term suspension
Under the influence of alcohol or a controlled substance	Behavioral Supports and/or up to a 10 day suspension	guardian notification and hearing with Assistant Principal	Educational Service Plan if suspension is employed - Principal may require additional testing/counseling	No appeal of short term suspension

### **BULLYING**

Bullying is defined as the repeated act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Bullying can take many forms and can occur in virtually any setting. It can create unnecessary and unwarranted anxiety that may affect attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day.

Certain students may be more vulnerable to becoming a target of bullying or harassment based upon actual or perceived differentiating characteristics which include: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or guardian status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has, or is perceived to have, one or more of these characteristics.

Examples of bullying include but are not exclusive to:

1. Intimidation, either physical or psychological;
2. Threats of any kind, stated or implied;
3. Assaults on students, including those that are verbal, physical, psychological, and emotional; and
4. Attacks on student property.

The School Committee expects administrators and supervisors to make clear to students and staff that bullying in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

The District will promptly and reasonably investigate allegations of bullying. The principal, or their designee, of each building will be responsible for handling all complaints by students alleging bullying. See Code of Conduct for MVRHS action steps.

## **Definitions**

**Aggressor** is a student who engages in bullying, cyberbullying, or retaliation.

**Bullying** is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber bullying.

**Cyberbullying** is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and internet postings.

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

**Target** is a student against whom bullying, cyberbullying, or retaliation is directed.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying/cyber bullying, provides information during an investigation of bullying/cyber bullying, or witnesses or has reliable information about bullying/cyber bullying.

## **NETWORK ACCEPTABLE USE POLICY**

### **Definition of Networks and Systems Covered Under This Policy**

There are three basic levels of networks that are covered under this policy. The Local Area Network (LAN) consists of all networked computers at the Martha's Vineyard Public Schools (MVPS). The Wide Area Network (WAN) consists of the network connecting all Island schools, and in the future other Island institutions. The third level is our connection to the Internet. Within each of these networks, all hardware, software, and related peripherals used in connecting to, or as a part of, the network are included in this policy. In addition, all computers owned or leased by the MVPS shall be included under this policy, as well as any privately owned devices that are connected to MVPS networks.

### **Guidelines**

Access to the MVRHS networks is for educational purposes only. This access includes connections made at any Island public school, through a dial up or other provided access, or through the Internet. Below are categories of acceptable and unacceptable activities for these networks.

## **A. General**

1. All users of these networks are representatives of the MVPS and should present themselves accordingly.
2. Access is for educational use only.
3. All users are expected to exercise responsible and ethical behavior when using these networks.
4. Student use of the Internet should be for approved educational purposes only.
5. Activity on all network levels is subject to MVPS regulations, as well as all applicable local, state, federal, and international law.
6. Even though security measures are in place, students need to be aware that information on networks can be accessed. Students should not put private information online that others shouldn't access (e.g. credit card, bank account numbers, etc.).
7. Students may not use unauthorized copyrighted materials.
8. Students should not subscribe to any mail or lists services, or any service that will download large numbers of e-mail messages to their mailbox without prior permission from a system administrator or Technology staff person.
9. Access to chat groups, video teleconferences, and the like is only to be done with the permission of a teacher or staff member and under the direct supervision.
10. Students will use their school email account for educational purposes only.
11. The MVRHS reserves the right to examine, modify or remove any or all data stored in computers that are part of these networks—including student email accounts—to ensure that all users are in compliance with these regulations.

## **B. Security**

1. Students will use only the account(s) assigned to them.
2. All users with an account will be given a password. Passwords should not be shared. Students are responsible for all activities taking place on their account.
3. Students should notify the system administrator or technology staff *immediately* if their account has been accessed by someone else.
4. Students should notify a system administrator, technology staff, or MVPS administrator *immediately* if they identify a security problem. Do not show or identify a security problem to other users

## **C. Vandalism/Destruction/Unauthorized access of data for files & harassment**

1. Students will not upload, download, or use any computer programs or hardware that will record or otherwise give access to passwords or other information to allow unauthorized access to a computer or account.
2. Students will not upload or download any malicious program or other program designed to destroy or in any way compromise the operation of any computer, server, network system or data.

## **D. Responsibilities**

1. Students are responsible for their user accounts and activities on those accounts.

2. Students are subject to all applicable laws when using these networks. Violation of any rules may result in disciplinary or legal action from within the MVRHS as well as from outside legal authorities.
3. Students will not search for illicit content that is obscene, threatening, or contrary to educational pursuits on any network.

#### **E. Penalties**

1. Any student violating these provisions may lose network privileges temporarily or permanently.
2. Students are subject to all other rules and laws applicable when using these networks, and may be punished under MVPS code of discipline, as well as criminally prosecuted.
3. Students will be held responsible for any financial costs incurred as a result of malicious or intentional actions that cause damage to any aspect of the networked system.
4. School and district administrators will make the final determination on what constitutes unacceptable use. They will handle all consequences covered under this policy and school regulations.

The MVRHS makes no warranties of any kind, whether expressed or implied, for the service it is providing. The MVRHS will not be responsible for any damages a user may suffer, including loss of data. The MVRHS will not be responsible for the accuracy or quality of information obtained through the Internet or other network connections.