HINGHAM MIDDLE SCHOOL

STUDENT HANDBOOK
CODE OF DISCIPLINE

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2026–2027

Table of Contents

Mission/Vision/Core Values

Introductory Letter

Activities/Evening Activities

Attendance

- Absences and Make up Work
- Cancellations/ Delayed Openings
- Unscheduled Early Release Days
- Dismissals

Tardy to School Procedures

- Tardy Procedures/Notes
- Tardy to Class
- Truancy
- Vacations

Bicycles/Skateboards/Rollerblades

Academic Integrity

Conferences (Parent/Guardian)

Home Schooling

Counseling Department

- Instructional Support Team (IST)

Bullying and Harassment

Non-Discrimination Policy

Detention

Procedures for Internet and Technology Use

Image Alterations

Dress Code

Physical Restraint Policy

Safety Environment

Tobacco Products

Drugs and Alcohol

Evacuation Drills

School Bus Protocol

- Cameras on School Bus
- Safety and Behavior Rules

Firearms

Code of Discipline

- Categories of Violations
- Suspensions
- Emergency Removal
- Procedures for In-School Suspension
- Procedures for Long-Term Suspension
- Student Expulsion Procedures
- Felony/Suspensions
- Right to Due Process
- Civil Rights Protections
- Grievance Procedure
- Student Behavior
- Expedited Evaluation Process

Visitors and Security

Education

- Comprehensive Health Curriculum
- English Learner Education
- District Curriculum Accommodation Plan
- Educational Opportunities for Children in Foster Care
- Educational Opportunities for Military Children
- Examinations/Finals

Health Services

- Injury at School
- Medications/Allergies or Chronic Health Care

Homework Policies

L.M.C (Library Media Center)

Lavatories

Lockers

Lost and Found

Money and Valuables

Middle School Fees

Activity Fee

Chromebook Repair and Replacement Fees

Parent/Student Signature Page

Physical Education

Procedures

After School Procedures

Daily Procedures

Lunchroom Procedures

Report Cards and Progress Reports

Rules of the Road

Students Records

Telephones

Use of Cell Phones/ Electronic Equipment

Textbooks



Hingham Public Schools

Portrait of a Learner

Mission Statement

Together, we cultivate an innovative, inclusive, and equitable learning environment while supporting each student's academic, social, and emotional growth.

District Vision Statement:

All students will embark on a lifelong learning journey to flourish with empathy and confidence to improve themselves, their community, and their world.

Core Values:

Student-Centered Practices
Responsible Citizenship
Inclusivity and Belonging
Skillful Collaboration
Creative Problem Solving
Mindfulness and Wellbeing
Effective Communication

HINGHAM MIDDLE SCHOOL
1103 Main Street
Hingham, MA 02043

Dear Students and Parents/Guardians:

The Hingham Middle School administration and faculty wish you a productive and successful school year.

We have provided each student with an agenda book to serve as a place to store important dates, notes and materials, and to allow teachers and parents/guardians a means of communication about the student's progress. The cost of replacing a lost agenda book is $10.00.

Hingham Middle School has developed a “Home/School Partnership” document with input from staff, students,and parents/guardians. It outlines the roles and responsibilities for each group. A copy of this contract can be found on the following page.

After reading the student handbook, please sign the statements found at the end of this document. **Return that signed page to the homeroom teacher.**

Derek M. Smith, Principal
David M. Riordan,
Assistant Principal
Alison
A.Janulewicz,
Assistant Principal

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If you need this booklet translated, please contact the main office of your child 's school. Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.
Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

如果您需要这本小册子被翻译，请与您的
儿童的学校大会办公处联系。

Equal Opportunity for All Students (AC-2, ACA, JB)

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, identities such as race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

Attendance Procedures: (JH)

The Hingham Public Schools believes that regular and punctual school attendance is essential for success in school. The district also recognizes that parents/guardians of students have special rights as well as responsibilities, one of which is to ensure that their students attend school regularly, in accordance with state law.

Excessive absences and/or chronic absenteeism will result in contact from a school administrator in order to discuss the situation and work with the home to improve attendance. This contact can include written notification to the parents/guardians regarding the issue, and/or an administrative conference which will include the student, parent/guardian, and a building administrator, to develop a plan to improve student attendance. A student who misses 10% of the school days in which they are enrolled in the district is considered chronically absent, as defined by the Department of Elementary and Secondary Education.

Parents/guardians should call the school if a student is to be absent from school. In addition, on the first day a student returns to school after being absent, the student must bring a note signed by a parent or guardian to the homeroom teacher.

Excessive absences will result in contact from a school administrator in order to discuss the situation and work with the home to improve attendance.

Absences and Make-Up Work

It is the responsibility of the student to make up all work missed. Students should check with each of their teachers about make-up work on the day they return to school. Make-up work not completed by the end of the term will be reflected in the grade a student receives. Students absent due to the observance of a religious holiday will be given additional time to make up any missed assignments and/or assessments. Teachers, students, and parents should communicate in order to determine when work should be completed by. Teachers are encouraged to avoid any major assignments or assessments during these days, if at all possible. Families are welcome to request work in advance of a holiday and teachers may provide it if possible.

Parents/guardians may call the office for homework assignments on the third day of a student's absence only if the student will also be out the next day. Prior to the third day, students should check with fellow classmates for possible assignments or check with the teachers' websites. Frequent absences affect a student's ability to do well academically. The administration reserves the right to require a doctor's note if the student has excessive absences.

Students are not permitted to take part in after school or evening activities if they are absent from school on that day. Students are considered absent if they are not in school by 11:00 a.m. Although students are marked absent after 11:00 am, students arriving after 11:00 am will be permitted to attend their classes for the remainder of the day.
In unusual circumstances, a principal's waiver may be granted for students to attend after school or evening activities on the day of an absence or late arrival.

Dismissals (JH)

If a student is to be dismissed early from school, they must bring a note signed by a parent/guardian to the designated area (either Library Media Center or main office) before school stating the reason and time of dismissal. The student will be given a dismissal slip to be presented to the teacher at the time of dismissal. Whoever is picking up the student must come into the main office to sign out the student. If no note is given, a student will not be dismissed until the teacher receives a call from the main office. Please allow extra time to locate and call the student down to the office.

Tardy to School Procedures (JH)

After a student has been tardy to school (unexcused) three times, a verbal warning will be issued to the student by a school administrator. In addition, the following will be in place.

1. Communication will be sent to parents/guardians after the fourth unexcused tardiness to school.
2. A student will serve a detention after the fifth unexcused tardiness to school within a semester.
3. Additional action will be taken if the pattern of tardiness continues.
4. Habitual tardiness, excused or unexcused, will result in disciplinary action.

Tardy Procedures/Notes (JH)

Students should report to the Library Media Center for a tardy pass after 7:30 a.m.
Tardiness is excused only for a student who brings a note from home on the day they are tardy. The note should contain the student's name, the date, the reason for tardiness and parent/guardian signature.
If a student does not have a note, they are unexcused. Multiple unexcused tardies by students will result in disciplinary action.

Parents/guardians of students who are frequently tardy will be notified.

Truancy (JH)

A student is considered truant from school if:

- the student is absent from school without permission of the parent/guardian.
- the student leaves the school grounds without the permission of the school.
- the student is absent from an assigned class or study hall without permission.

Truancy will result in detention, suspension from school, or other appropriate alternatives.

Vacations (JH)

When parents/guardians are planning family vacations, these vacations should coincide with school vacation dates. By doing so, the student's academics are not impacted. Teachers should not be expected to provide specific assignments in advance of a vacation or long-term absence; however, they may be able to provide a general sense of what topics/areas the missed classes will cover.

Tardy to Class (JH)

A student late to class must have a pass from their previous teacher. If the student is late to class and does not have a pass, the student may be required to make up time after school. Parents/guardians will be informed if the student is required to make up time after school. Chronic offenders will be reported to the office and parents/guardians will be notified.

Activities (JH)

Students who wish to participate in a school activity will be required to pay an activity fee. If the family is unable to pay the fee, please submit a request for a waiver, in writing to the principal, from the parent or guardian. Hingham Middle School offers a wide variety of extracurricular activities. Activities have included Ambassador Club, Drama Club, Yearbook, class leaders and representatives, Science Explorers, World Language Club, Band, Chorus, Junior Choral Spectrum, and Chamber Orchestra. In the past, intramurals have included soccer, basketball, tennis, and volleyball. Student interest and staff availability will determine what is offered. These activities are held on Mondays, Tuesdays, Thursdays or Fridays, from 2:05-3:05 pm.

Students will be kept informed of upcoming activities and registration procedures through daily notices. Daily notices are available on the HMS website for parents/guardians to keep updated.

Evening Activities

Evening activities for students may be held periodically during the school year. Before coming to the activity, students should make arrangements to be picked up at the end of the evening.

Students are not allowed to leave and then return. If a student must leave the activity early, he/she/they must be picked up by a parent or guardian. Guests are not permitted.
School rules and regulations will be in effect and enforced at all times. Parents/guardians are welcome to contact the PTO for volunteer opportunities.

Middle School Fees Activity Fee

The school committee has established an extra-curricular activity fee for the students of Hingham Middle School. This fee will be used to subsidize the cost of running our various extracurricular clubs and activities as well as the coinciding transportation costs.
The fees are as follows:

- 1 child - $100
- 2 children - $175
- 3 or more children - $200

While this fee supports operating costs and late buses, specific trips and club activities may require additional expenses.

If a student's family feels this fee presents a financial burden, they should request a waiver from a building administrator.

All payments must be made either electronically or by check or money order, payable to the Town of Hingham (no cash will be accepted).

Chromebook repair and Replacement Fees

Students are also expected to treat their school-issued Chromebook with the same care and respect that they do their textbooks. To that end, students may be required to pay for repairs or replacement if their school-issued device is damaged. Private insurance is available for purchase, but common repairs and amounts include:

- LCD/screen replacement - $32.95
- Keyboard replacement - $19.95
- Screen bezel - $14.95
- Touchpad - $12.95

The cost to replace a Chromebook that can not be repaired is currently $245

All payments must be made either electronically or by check or money order, payable to the Town of Hingham (no cash will be accepted).

Bus Fee

The bus fee for the 2025–2026 school year is $250 per student for those entering grades 7–12, with a family cap of $500 for two or more students in those grades using the bus service. This fee will help offset the cost of transportation services and address rising expenses, including fuel costs.

For detailed instructions on how to register and pay the transportation fee, please visit hinghamschools.org/transportation.

If your family is experiencing financial hardship, please contact Heather Chipley-McCall at hchipleymccall@hinghamschools.org for assistance.

After School /Daily/ Lunchroom Procedures (EEAA, EEAEC, JICC, JI, EFC, EFD)

After School Procedures

1. Students may remain after school if they are:
    - directly involved in a school sponsored activity.
    - requested to remain by a teacher, guidance counselor or administrator. If so requested, a student must report to the designated area within five minutes after the end of school.
    - receiving extra help from a teacher or working on a class project.
    - working appropriately in the computer room or the L.M.C. with teacher supervision.
2. The gymnasium will not be open after school, unless a supervised activity is taking place.
3. After completing after-school commitments, bus students should wait for late buses in designated areas. Non-bus students should leave the school area immediately. Hingham Middle School is not responsible for students remaining at school unless they are participating in a school-sponsored activity.
4. Late bus runs are provided for all students who have stayed for extra help, disciplinary reasons or participation in extracurricular activities.

Daily Procedures

1. Students arriving on buses that unload between 7:10-7:20 a.m. will use the gymnasium entrance (doors #3 & 4) and report directly to the cafeteria. All other students will enter the building after 7:20 a.m. using their assigned entrance: 6th graders and 8th graders will enter through the main entrance (doors #1 & 2) and 7th graders will enter through the gymnasium entrance (doors #3 & 4).Students may not leave the school for any reason after arriving unless dismissed to an authorized adult.
2. Students arriving at school before 7:20 a.m. must report to the cafeteria. Students may report to Guidance, extra help or special areas before 7:20 a.m. if they have obtained a

pass the previous day. Students will proceed directly to their homeroom after 7:20 a.m. School begins at 7:30 a.m.

3. All students must stand during the recitation of The Pledge of Allegiance.
4. Students must walk directly to their class, keeping to the right while passing in the halls. Loitering, running and horseplay are prohibited in the corridors.
5. Students are expected to bring proper materials (pencils, pens, books, notebooks, etc.)to all classes.During class time, students are not allowed to be in the corridor without a pass from a teacher.
6. Students are expected to bring study and reading materials to directed study halls.
7. Students may not have open beverage containers, etc. in school except at lunch or at the designated snack time; however, reusable, shatter-proof water containers are allowed.
8. Snack time may be held at the discretion of each individual teacher during C Block, or once a day as determined by the teacher.
9. Gum chewing is not allowed, nor is the unauthorized sale or distribution of gum, candy or other foods.
10. The school day ends at 2:00 p.m. When students are dismissed they must proceed directly to the bus area or to their after-school activity.

Lunchroom Procedures

By following these procedures and regulations, students will make lunch a positive social experience.

1. Students will be assigned first, second or third lunch based on their E block room number. This assignment may vary depending on the even or odd day cycle. Students with special health concerns may eat first lunch
2. Students may bring lunch or purchase a school lunch. An online payment option is available to all families
3. Students buying lunch should line up in a single file. Students not buying lunch, but wishing to buy milk, may move to the front of the line.
4. Borrowing money from other students is discouraged.
5. Beverages or food may not be carried from the cafeteria. Students who do so will be asked to dispose of the food or drink. Repeated failure to comply will result in removal from the lunchroom or could be considered defiant behavior covered by the Code of Discipline.
6. No student may leave the cafeteria without permission of a lunchroom supervisor. Students who leave without permission will be referred to the office. Students who must leave the cafeteria for valid reasons (lavatory, health office, front office, guidance office) may do so after receiving permission from a lunchroom supervisor.
7. Students are expected to treat lunchroom supervisors and cafeteria staff with respect and courtesy.

8. After eating, students are responsible for cleaning their areas and disposing of their lunch remains and eating utensils. When choosing a seat at a particular table in the cafeteria, the student also chooses responsibility for that area and is expected to help clean the area. Failure to do so will result in cafeteria cleaning duty.
9. Assigned cleaning duty may be for one or several days, depending on the severity of the offense or repetition of the offense. Failure to adhere to assigned cleaning duty will result in action through the Code of Discipline.
10. Problems resulting when students misbehave will be handled by removing individuals from that table, by assigned seating for a length of time to be determined by the administration and lunchroom supervisors, or by removal from the cafeteria for a period of 1 to 3 days

School Cancellations and Delayed Openings

In the event of an emergency, extremely bad weather, or other cancellations, announcements will be broadcast over local radio stations, as well as local TV channels and the HPS website. Please DO NOT call the school or the Hingham Police for information on school cancellations. Check the district/school website at www.hinghamschools.org

In addition to the cancellation of school due to inclement weather, opening of school may be delayed by one or two hours. School closing times will remain the same unless otherwise announced on such days.

Unscheduled Early Release Days (EBCD)

Parents/guardians should formulate a "contingency plan" with students for any days during which it is necessary to release students early.

Bicycles

Given our location on Main Street, we do not recommend the use of bicycles by students; however, parents/guardians are in the best position to determine the ability of their child to ride a bicycle safely. All bike riders under age 15 must wear helmets. HMS strongly encourages riders over the age of 15 to also wear a helmet. Bicycles brought to school should be locked at the bike rack.

Skateboards and Rollerblades

Because of liability issues, students are not permitted to bring skateboards or rollerblades to school, and skateboarding and rollerblading on school property are prohibited. Skateboards or rollerblades brought to school may be confiscated and will be returned only to parents/guardians.

Telephones

Permission from a staff member must be obtained to use the office phones during school hours.

Use of Cellphones and Other Portable Electronic Equipment (IJNDD)

During the instructional day, the use of cell phones and other portable electronic equipment

(including, but not limited to, Apple watches) is not allowed as it causes a disruption to the learning environment. While we recognize the importance of the use of cell phones for families to stay in contact with each other, when needed, the office phones must be used instead.

Cell phones/portable electronic equipment must be turned off and secured in the student's locker during the school day (7:30 AM until 2:00 PM), including lunch time. These devices cannot be used during the school day for any purpose (including, but not limited to, checking the time, text messaging, photographing, etc.

Cell phones/portable electronic equipment in use during the school day will be confiscated by staff, and turned into the main office. An email informing parents/guardians will be sent to inform them of the issue. On the first occasion, confiscated cell phones and other portable electronic equipment may only be picked up in the Main Office at the end of the school day. Students who repeatedly violate this rule will be required to leave their phone in the office upon arrival each day.Parents/guardians who wish to contact their child during the instructional day in emergency situations may do so by calling the school.

Education

Comprehensive Health Curriculum (IHAMB, IHAMA)

Our comprehensive health education curriculum, developed by our professional staff under the guidance of the community health education advisory council, has its own goal to continue efforts begun in earlier grades to promote the health and well-being of our students, and to help them make wise and informed decisions during their adolescent years and beyond. To further the accomplishment of this goal, students may periodically be asked to participate in an anonymous survey about student behaviors in the areas of fitness, nutrition, alcohol, drug and tobacco use, violence exposure, and HIV awareness. The purpose of such a survey is to identify areas of concern that should be more fully addressed in the health education curriculum.

Sex education is part of the health education curriculum in grades 7-12, including dating, relationships and communication skills, pregnancy, sexually transmitted diseases, HIVAIDS, sexual harassment, and personal health care issues. Health topics are taught in the grade 6 DARE Program.

English Learner Education (IHBEA, JIC)

The family of every registering student is given a Home Language Survey to complete. The principal must notify the Director of Student Services of any student whose first language is other than English. This student will be assessed by the HPS English Language Learner (ELL) teacher. A team of professionals, including the ELL teacher, will determine whether this student is eligible for English Language Services.

Any student identified as an English Language Learner (ELL) is not automatically eligible for Special Education and/or related services. To be found eligible for Special Education and/or related services a TEAM of professionals, including an ESL teacher, must have

formally evaluated, found the student to have a disability, and found the student to not be making effective progress in the regular education classroom, due to the disability. The basis of their decision cannot be based on the fact that the student is an English Language Learner. Moreover, the needs of English Language Learners should not be confused with those of students with disabilities. If regular education teams need assistance with this distinction, the ELL teacher will be consulted.

Hingham Public Schools will conduct all communication to a family whose first language is other than English in the primary language of the home. Additionally, Hingham Public Schools provides for oral translations of all meetings with parents/guardians and students and teachers (including Special Education Team Meetings) for individuals who may require it. Hingham Public Schools has ongoing contracts with a number of interpreters for this purpose. If a student or parent/guardian requires oral translations in their native language, the School Psychologist/Team Chairperson should notify the Director of Student Services as soon as possible so arrangements can be made to secure native language translation services. This oral translation is then documented in writing in the student record.

Communications with parents/guardians are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and generally familiar with special education procedures, programs, and services. If the parents/guardians or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent/guardian understands the content of the notice.

English Language Learners are provided the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. Further, English Language Learners are taught to the same academic standards and curriculum as all students, and are provided the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. All educators in Hingham Public Schools use grade appropriate content objectives for English Language Learners that are based on the district curriculum across all content areas and all English Language Learners are instructed by qualified staff members

Please see the "*English Language Learners Procedures Manual*" for more comprehensive information and related forms.

District Curriculum Accommodation Plan (DCAP):

The adoption of a District Curriculum Accommodation Plan (DCAP) is a requirement of the Commonwealth of Massachusetts (Massachusetts General Laws Chapter 71 Section 38Q ½). The law states:
School districts shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Further, Massachusetts General Laws, Chapter 71, Section 59C goes on to state:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

The DCAP is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in Hingham Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Hingham are continuously monitoring student progress and looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the needs of every student, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of potential" is a focus goal included in the mission statement of Hingham Public Schools.

What Does A DCAP Ensure?
Massachusetts General Laws require school districts to implement District Curriculum Accommodation Plans (DCAPs) to help ensure all efforts have been made to meet students' needs in the general education setting. To that end, the plan ensures:

- Analysis of diverse learning styles within the general classroom;

- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to general education staff through professional development and collaboration.

This District Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students.

What is in Hingham Public Schools' DCAP?

Hingham Public Schools' DCAP is a comprehensive plan that includes the following components:

- Building-based Multi Tiered Systems of Support/Instructional Support Teams that meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Hingham Public Schools provides a mentoring program for all first-year educators. Year one staff participate in a year-long induction program as well as work with a veteran teacher on a one to one basis.
- Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, METCO, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real-life situations.

- Staff members are able to provide individual accommodations to students on an as-needed basis and specific to the content of a situation as part of the Hingham Tiered Systems of Support/Instructional Support Team problem-solving framework. This document provides an overview of the strategies across the district to support accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues.
- Staff members are able to consult with members of the leadership team, including the Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services, as well as any other department director, principal, assistant principal, or central office administrator for support and/or direction relative to case management.
- The Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services are further available for consultative support with building principals, as well as department directors.

The DCAP is intended to address seven core strategies across each level:

- **Inclusive Classrooms:** To support general education classroom educators to analyze, accommodate and support the wide variety of learners in their classrooms.
- **Social-Emotional Supports:** To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic program.
- **Academic Supports:** To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic program.
- **Induction & Mentoring:** To ensure all educators are provided a comprehensive induction program during their first year of service and encourage ongoing teacher mentoring and collaboration.
- **Parent Involvement:** To encourage parental involvement in their children's education and to provide formal, and informal, opportunities for home-school collaboration.
- **Responsive & Relevant Curriculum:** To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools.
- **Post-Secondary Success:** To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.

Educational Opportunities for Children in Foster Care (JFABF):

Hingham Public Schools ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. The Hingham School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Foster care students continue to attend their school of origin unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). When it is not in the student's best interest to remain in the school of origin, the student may be immediately enrolled (and attend) the new school district, even if records normally required for enrollment cannot be quickly produced. Hingham Public Schools has designated the Interim Assistant Superintendent for Teaching and Learning, Mrs. Katie Roberts of Schools as the district's Foster Care point of contact to ensure collaboration with DCF and the provision of transportation to the student's school of origin, if needed. See Procedure 6.3B
LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)
6.3B PROCEDURE
EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (REGULATIONS)

Best Interest Determination
Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.
Hingham Public Schools may seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

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

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school without delay, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.
To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

Educational Opportunities for Military Children (JFABE):
In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, Hingham Public Schools supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Hingham School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment. See Procedure 6.3C LEGAL REFS: Interstate Compact on Educational Opportunity for Military Children 6.3C PROCEDURE EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (REGULATIONS).

Definitions:
Children of military families means school aged children, enrolled in kindergarten through 12th grade (including IDEA eligible students aged 3-22), in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not

included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

Hingham Public School's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 school/working days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the building principal for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- Hingham High School will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

Examinations/Finals

Students in grades seven and eight may take final exams or complete final projects in all core subjects. Students who must miss final exams need to contact the teacher to make arrangements to complete the exams or assignments.

Academic Integrity (JICD) (IJNDG)

Academic dishonesty will not be tolerated. Cheating of any form is considered a disciplinary matter to be addressed by the school. Cheating, in an academic setting, includes, but is not limited to communicating with other student(s) by talking or writing during a test or quiz, unauthorized use of technology, including Artificial Intelligence (AI), or any other such

action that invalidates the result of the assessment or other assignment. Plagiarism, (stealing the thoughts and ideas of another and passing them off as one's own, including Artificial Intelligence, and the representation of such as one's own work) is a form of cheating and will be dealt with as a cheating offense. A teacher who becomes aware of one or more students cheating on any graded assignment, quiz, test, essay, etc. will record a zero for each student found to be responsible. The teacher will inform the parent/guardian and the administration of the incident. The Administrator will take further action if they deem it warranted.

Physical Education

Physical education teachers will discuss appropriate attire for physical education classes with all students at the beginning of the school year. A note from a parent or guardian must be given to the school nurse before school if, for some reason, a student cannot participate in a physical education class. The note excuses participation, but attendance in class is still required. Students with medical excuses for P.E. will still participate in all Health classes. Each seventh and eighth grade student will be assigned to Health for one term during the school year.

Hingham Public Schools Secondary Homework Expectations

Homework, including daily assignments as well as long-range projects and responsibilities, is an integral component of the educational program in the Hingham Public Schools. The effectiveness of homework is directly related to the quality of the assignment, the clarity of instructions, and the level of engagement that is required of the student. In order to make this endeavor productive and profitable, there must be equal involvement among students, teachers, and parents/guardians in their respective roles.

While the type of homework varies by subject, course, level, and teacher, its purposes should be consistent. Tasks should focus on:

- Practicing a skill
- Reinforcing a concept
- Extending an idea
- Introducing a topic
- Establishing readiness
- Gathering information
- Enriching an experience
- Completing a research task
- Studying in a productive manner
- Reviewing actively and efficiently for tests and quizzes

In general, middle school students will average two hours of homework per week in each core subject; high school students will average three hours of homework per week in each core subject. Understandably, the amount of time spent on homework will depend upon the level of the course, the learning style of the individual, and the nature of the assignment.

While teachers may design their own systems for monitoring the completion of homework, students should clearly understand that they are accountable for the work assigned. Evidence of a checking, annotated checking, or grading system should be observable in separate sections of teachers' rank books. Each teacher's policy on the weight assigned and the impact that homework has on grades should be distributed in writing to students and to department directors. A copy of this policy should be kept in each teacher's rank book for reference

purposes.

Home Schooling: (IHBG)

Home educated, or home schooled students, with Committee approved educational programs are eligible to participate in extracurricular activities at their home school. Extracurricular activities are defined as activities taking place outside of school hours (ex. clubs, athletics, band/strings/chorus). Activities that such students are not eligible to participate in are activities that occur naturally within the school day (ex. lunch, recess, specialists not including physical education, field trips, etc.)

Home educated students with Committee approved educational programs may participate in all extra-curricular and athletic activities providing existing eligibility standards, as defined in our Student Handbook and Discipline Code, and, as applicable, MIAA conditions for interscholastic competition are met. Upon approval of the Superintendent, a student may enroll in no more than one course per semester, contingent upon space and availability

Parents interested in homeschooling their student must meet the requirements outlined within the School Committee policy for homeschooling. Parents are responsible for developing a program for education, acquiring their own curricula/materials, and documenting/summarizing their educational programming for Superintendent review.

Conferences (Parent/Guardian) (KBA)

Hingham Middle School administration and faculty recognize the importance of parent/guardian/school communication, but, at the same time, also recognize that excessive parent conferences can minimize attention given to students. The following avenues of communication are available for parents/guardians:

1. communication using the Agenda Book
2. written communication to the teacher
3. email communication
4. telephone communication
5. individual/Team conferences

Parents/guardians should feel free to call the school office to arrange a specific conference with a teacher or team, if necessary. Successful conferences should happen when the following occur:

1. Parent/guardian/teacher conferences are collaborative endeavors that should focus on the needs and the progress/development of the student. Please share with teachers important information that may affect student performance.
2. Parents/guardians and teachers should be prepared to listen to the other's perspective, to ask questions, and to share concerns. By the end of the conference, the parties should

have discussed and developed next steps, including plans for any future communication that may be needed

When conferences involve specific issues of concern, it is important to focus first on identifying the problem and then solving it together.

When a resolution of a concern is needed, the following process should prove helpful:

- In most cases of concern about a classroom situation, parents/guardians should communicate directly with the teacher or specialist involved.
- General questions or concerns may be most appropriately addressed by the counselor.
- If direct communication with the teacher is not possible, or does not resolve the concern, parents/guardians should contact the building principal who may refer some issues to the department director.

Please note: Anonymous concerns or complaints will not be addressed.

Counseling Department (JLD)

Counseling services are available for every student in the school. These services include: assistance with home, school and/or social concerns; educational planning; interpretation of test scores; occupational information; career information; study help; and any other issue the student may wish to discuss with the counselor. Students wishing to visit a counselor should contact the administrative assistant in the counseling office before homeroom, after school or between classes to arrange for an appointment. Parents/guardians may call the school counseling office if they wish to make an appointment or to speak with a counselor. All conversations are kept confidential.

Instructional Support Team (IST)

As part of our ongoing support of middle school students, the staff regularly collaborates to develop strategies to address academic and behavioral needs. All efforts are made to modify the regular education program to meet such needs. Such efforts may include, but are not limited to: modification of the curriculum, teaching strategies, teaching environments or materials, and use of support services, consultative services, and building-based teams to meet the child's needs in the regular education classroom. The **IST** is composed of trained school staff. Members may include administrators, counselors, teachers, school psychologists, social workers, support staff, and others.

Report Card Progress Reports (IK)

Communication between the school and home is extremely important. This communication may include phone calls, notes, conferences, email and progress reports. Parents/guardians can also access student's grades via the student X2 portal. Student report cards are not mailed home, however, can be accessed through our student portal. An email will be sent when information is available. Instructions for accessing report cards and progress reports can be found on our school website.

A progress report is a short-term strategy to monitor a student's academic progress. Parent/guardian intervention is a primary component to effect change. Progress reports may also be requested by parents/guardians according to the following schedule and guidelines:

- For students achieving below a B- academically between October 1st and May 15th of the school year, parents/guardians may request a progress report for four consecutive weeks once per semester (half year).
- It is a student's responsibility to procure the report from the teacher weekly on Fridays and return it to the teacher by the following Wednesday or the process will be discontinued.

Student Records (JRA, KBBA)
Students may examine their own records with prior notice and in accordance with the following:

The school shall, at the request of a parent or guardian of a student, or at the request of a student fourteen years of age or older, allow such parent, guardian or student to inspect academic, scholastic or any other records concerning such students which are kept or are required to be kept.

Students under 18 years of age and their parents/guardians may exercise these rights individually or jointly.

The student and/or parent/guardian has the right to request to amend the student record or request that information in the record be destroyed with the right of appeal if the request is denied.

Information in the student record may not be disseminated in whole or in part, in any manner or form, orally, or in writing, to a third party, without the written consent of the student and/or parents/guardian, whichever is applicable, except in the case of a court order or subpoena, in cases of emergency, or upon the request of certain state agencies.

Change of Address
Parents/guardians must inform the office of a change of address or telephone number, as soon as possible. If the change also necessitates a change in bus assignment, the transportation office must also be notified at 781-741-1510.

Withdrawals (JH)
Parents/guardians of students moving or leaving Hingham Middle School for another school must contact the HMS Guidance Office to follow the appropriate withdrawal/transfer procedures.

Lockers (JIH)
Students are responsible for their assigned lockers which should be kept locked at all times. All personal items and school materials, when not being used, should be kept in lockers. The school is not responsible for lost items.

Bookbags/backpacks may be used to carry material back and forth to school. Students must leave all bookbags/backpacks in their lockers during the school day.

Valuable items, such as musical instruments, should be in school only on the day they will be used and should be taken home when not being used.

Do not tamper with another lock or locker, or give your combination to another student. Use only the locker assigned to you. It is important to remember that lockers are the property of the school, and are subject to search by school personnel.

Care of School Property (EBA, ECAC, ECAF, JIC)

Students are responsible for the proper care of all books, equipment, chromebooks, supplies, and furniture provided by the school. Students who disfigure property, break windows, or do other damage to school property or equipment will be subject to the Code of Discipline and required to pay for the damage or replace the item. Remember, this is your school and every person is expected to show concern for its upkeep.

Textbooks

Textbooks are becoming more and more expensive and must be covered. As a result, the school is unable to honor requests for a second set of books to be kept at home. If your child is unable to carry books back and forth to school due to a medical condition, they should bring a doctor's note to that effect. Once notified, the teachers will make an extra book available for classroom use. The student may then leave the book issued to them at home for study there. It is the student's responsibility to return the books that were assigned to them at the beginning of the school year.

All books and other personal material should be kept in **locked** lockers. If you find any books belonging to the school in your home, please return them to the school asap.

Library Media Center

Our Library Media Center is open for student use before and after school, during study periods, and at other designated times. Students must sign up in advance and are expected to work quietly.

Lavatories

The lavatories may be used before school, after school, and between periods without a pass. During class time a pass from a teacher is required.

Lost and Found

Lost articles should be reported to the office immediately. Articles found are kept in an area adjacent to the cafeteria. Periodically, any unclaimed items will be donated to charitable organizations.

Money and Valuables

Students are cautioned not to bring valuable items or large sums of money to school. Students should bring just enough money needed for each day's expenses. If, for some special reason, students must bring a sum of money to the school, they should leave the money with an administrator for safekeeping.

Health Services

HMS school nurses are committed to providing all students with a healthy, safe and

supportive learning environment. The nurses promote the physical and social emotional health and well-being of students through the provision of health services which may include: the identification and planning for care of students with individual health care needs; the performance of mandated health screenings; communicable disease prevention and control; emergency care of students, staff or faculty who are ill or injured; health counseling and education; and promotion of a safe and healthy school environment. The District recognizes that parents/guardians have the primary responsibility for the health of their children. Parents/guardians should inform the nurses of any change or potential problem in the health of their child/children. Strong communication between the school nurses, parents/guardians and primary care providers is essential.

Mandated School Screenings (JLC)
Massachusetts State law mandates regular health screenings be completed at school to identify potential barriers that may interfere with student success and make appropriate referrals for assessments and treatment. Mandated screenings do not take the place of regular primary care provider examinations. These screenings include: vision and hearing, completed once in middle school; postural screening, completed in grades 6, 7 and 8; BMI (Body Mass Index) and SBIRT (Screening, Brief Intervention, Referral to Treatment) screenings, both of which are completed in grade 7. Further information will be sent to parents/guardians. **Parents/guardians may opt their children out of any of the screenings with written notice to the nurses.**

Illness/Injury During School (EBB, JLC)
In case of illness, injury or emergency, the parent/guardian will be notified by the school nurse or other staff member. Parents/guardians MUST provide the school with emergency contact information in case they cannot be reached. It is imperative to keep this information up to date. Students who do not feel well enough to attend class must report to the Health Office for evaluation. Students should request a pass to the Health Office from their teacher if they become ill in school. The nurse will determine if the student will be sent back to class, monitored in the health office, dismissed from school, or referred for emergency medical intervention. Students dismissed with a fever (100 F or greater) must be fever-free for 24 hours without the use of fever-reducing medication (e.g., Tylenol, NSAIDS) before returning to school. A physician's order is required for the use of crutches, splints, braces or other assistive devices. The order must specify any restrictions and note the estimated time of use. The student may be eligible for a 504 plan during the period of recovery.

Communicable Diseases: (JLCC)
The Nurses shall follow the Massachusetts Department of Public Health, and Hingham Board of Health Guidelines for all specific Communicable Diseases/Illnesses. The following specific guidelines are addressed in that School Health Manual: reporting of communicable disease, confidentiality law, infection control practices in the school setting and school attendance guidelines for each specific communicable disease/illness.

Physical Examinations and Immunizations: (JLCA, JLCB)
School nurses are required to keep an immunization and health record for each student enrolled in the district. Physical examinations are required for new students registering at

Hingham Middle School; this exam must have been completed within one year of school entry. Documentation of a physical exam is also required for students entering Grade 7. See Massachusetts State Law Physical Examination of children: https://www.mass.gov/regulations/105-CMR-20000-physical-examination-of-school-children

All students attending school are required to be immunized according to Massachusetts StateLaw:https://www.mass.gov/regulations/105-CMR-22000-immunization-of-students-before-admissi on-to-school. Parents/guardians will be notified if their child/children do not have the required immunizations for school. Medical and religious immunization exemption waivers must be submitted to the Health Office annually. Note: When a case of a vaccine-preventable disease emerges in the school setting, susceptible individuals who are not vaccinated **(including those with medical or religious exemptions)** may need to be excluded as per Reportable Diseases, Surveillance and Isolation & Quarantine Requirements.

Medication at School: (JLCDC)

The delivery of medication at school is regulated by the Department of Public Health and has specific guidelines in place for the health, safety and confidentiality of all students. Any student taking medication in school on a regular basis must have a new permission form signed by the parent/guardian and the prescribing physician every school year. Medication must be provided by parent/guardian to the school nurse in a pharmacy or manufacturer labeled container. **When getting the original prescription at the pharmacy, please ask for a second container with all the prescribing information attached so medication can be left at school.**

No student is permitted to bring medications to school or carry medication in school with the exception of an inhaler, epinephrine auto injector, insulin, diabetes supplies or, if wearing, an insulin delivery system (pump).

The first dose of any medication will not be administered by the school nurse due to the possibility that an adverse event may occur.

Short-term medication (10 days or less), prescription or non-prescription, will only be given if the proper permission forms are signed and dated by a parent/guardian and physician if necessary. Parents/guardians should contact the school nurse(s) to discuss the scheduling of medication or any health issue pertaining to the student. All medication forms can be found on the Hingham Public Schools web page under health services.

Allergies or Chronic Health Care Issue: (JLC, ACE)

If a student has ANY type of allergy including food allergy or other chronic health issue, please contact the school nurse(s) to plan appropriate responses. Students with life threatening allergies or other chronic medical conditions may be eligible for a Medical 504 Plan after evaluation and an eligibility determination.

Please visit our Health Services Webpage for nurse contact information and more detailed health/wellness information. https://hinghamschools.org/academic-programs/nursing/

Bullying and Harassment (JICFB)

Teachers and students are to maintain an environment free of **harassment and bullying** of any kind including but not limited to bullying and harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status. **Bullying is defined by MGL C71S 370.**. Students and staff are expected to treat adults and students with courtesy and respect at all times.

Bullying is defined as 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 or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber-bullying. Cyber-bullying is defined as "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, or a photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications."

Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Additionally, cyber-bullying includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

As required by M.G.L. c. 71B section 3, whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Neither a skill deficit nor the existence of an IEP or 504 plan will be used as either a justification or bullying or as a rationale for reduced consequences for aggressors.

In accordance with Massachusetts law, Hingham Public Schools has designed and implemented a bullying prevention and intervention plan which can be found on the Hingham Public Schools website.

Harassment or bullying of any type must be reported immediately to a school counselor or administrator who will conduct an investigation and take steps to resolve substantiated claims. If the problem persists or if an individual is not satisfied with the resolution of the complaint at this level, they should pursue the matter with the principal or with the Superintendent if the problem remains unresolved. In serious situations, DCF and/or the police may be notified. It is the policy of the Town of Hingham to promote and maintain a working and educational environment, which is free from sexual harassment.

Detention (JIC)

All students are expected to report after school when required by a teacher. Parents/guardians are notified when a student is required to serve detention. Detention takes precedence over all other school and non-school activities. Students who do not report must have a note the next day from a parent explaining the reason for failure to report.

Students sent from class for disciplinary reasons will report immediately to the school's office and check in. These students may be required to meet with the teacher and an administrator immediately after school on the day of the incident. Parents/guardians are notified when a student is required to remain after school. In cases of serious infractions, other actions may be taken at the discretion of the administration.

Non-Discrimination Policy Including Harassment and Retaliation (AC)

The Hingham School Committee and Hingham Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation.

The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Hingham Public Schools.

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, identities such as race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

This commitment to the community is affirmed by the following statements.

The School Committee commits to:

- Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
- Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
- Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
- Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
- Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on human relations.
- Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Hingham Public School District requires all members of the school community to conduct themselves in accordance with this policy.

Any person in the District, including staff, parents, volunteers, students, and visitors is personally responsible for:

- Ensuring that their conduct does not harass any student or other staff or applicant for employment, or other individual in the workplace or school;
- Parents/Guardians and volunteers are personally responsible for ensuring that their conduct does not harass any student, or other individual in the workplace or school.

Cooperating in the investigation of informal reports or formal complaints of alleged harassment by providing any information they possess concerning the matters being investigated; and otherwise cooperating with efforts to prevent and eliminate harassment and to maintain a working and learning environment free from such unlawful discrimination.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

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

Computer and Internet Acceptable Use Policy for Students(IJND) (IJNDB) (IJNDC) (JRA)
The Hingham Public Schools recognize the educational value of technology equipment and access to the Internet when used properly.

Use of the District's computers and technology equipment, including access to the Internet, is a privilege and requires the user to be responsible for their behavior and for communications over the District's networks. The policy, policy guidelines, and sign-off procedures for use of technology resources shall be published and are described for students under Procedure 6.29A. Neither staff nor students should have an expectation of privacy with respect to the use of the District's hardware and software.

Policy Guidelines and Procedures for Internet and Technology Use
The Hingham Public School system provides computers and technical equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Use of any of the Hingham Public School District's computer systems is limited to school-related activities. Administration and classroom systems can be re-allocated at the discretion of the school administration or technology department without advance notice.

The Hingham Public School District makes no warranties of any kind, whether expressed or implied, for the computer services it is providing. Hingham Public Schools will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or its errors or omissions. Use of any information obtained via the Internet is at one's own risk. Hingham Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

The following set of technology policy guidelines applies to all users of Hingham Public Schools' computer systems. Use of District technology resources is a privilege, not a right. Use of these resources demands personal responsibility and an understanding of acceptable uses of the Internet. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of District technology resources may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Denial of future access.

- Payments for damages and/or repairs.
- Discipline under other applicable District policies, including suspension
- and termination.
- Civil or criminal liability under other applicable laws.

Users who violate policy guidelines will be subject to disciplinary procedures. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using the District's technology resources. These regulations may be amended and updated at the discretion of Hingham Public Schools' administration.

1. District computers, including installed software, hardware and peripheral devices, are the property of Hingham Public Schools. Computer systems are to be used for school-related activities, and are not to be removed from the premises without written permission from the District's Manager of Technology

2. The use of a user's personal electronic device (including, but not limited to, device classifications such as smartphones, computers, and tablets) on the school network or on the District's Internet connection subjects the user to the terms of this policy.

3. Users should not have any expectation of privacy with respect to personal data stored on Hingham Public Schools' computers. Email messages are considered public records and are therefore legally discoverable and subject to record retention. Users should not expect that email messages (even those marked "Personal") are private or confidential.

4. The Hingham Public School system may monitor email and Internet activities on the schools' computer systems for reasons including, but not limited to, the following:

    a. system checks
    b. reviews of productivity
    c. investigations into claims of possible criminal activity
    d. investigations into inappropriate use of the District's Internet connection

5. Use of the District's computer systems constitutes consent to monitoring of email transmissions and other online services, and is conditioned upon strict adherence to this policy

6. The following activities are strictly prohibited:

A. Any illegal activity, including, but not limited to, the transmission of copyright or trade secret material, or the participation in any type of criminal activity.
B. Attempts to violate the computer security systems implemented by the Hingham Public Schools, Town of Hingham, or other institutions, organizations, companies or individuals.

C. Accessing material that is inappropriate for school use, such as Internet sites promoting pornography, gambling, or hate.
D. Attempts to circumvent the Internet filtering capabilities of the Hingham Public Schools or the school systems' Internet provider(s).
E. Plagiarism, or any reproduction of copyrighted material without explicit permission.
F. The use of profanity or inappropriate language in email.
G. Use of school computer systems for political or commercial purposes.
H. Using school computer systems to send unsolicited bulk email (SPAM).
I. Developing or disseminating malicious software programs, such as computer viruses.
J. Downloading, installing, or copying any commercial software, shareware, or freeware onto network drives or disks without written permission from the network administrator or the District's Technology Manager.
K. Misrepresentation of your identity by using another user's account, or by masking your own identity.

7. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should a user encounter such material by accident, the user should report it to an appropriate authority immediately.

8. In compliance with the Children's Internet Protection Act (CIPA), Hingham has installed filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. The software scans for objectionable words or concepts, as determined by the Hingham Public School District. Students and staff may not disable the District's filtering software at any time when students are using the Internet if such disabling will cease to protect students against access to inappropriate materials.Staff authorized by the District's Manager of Technology may temporarily or permanently unblock access to sites containing appropriate materials if the filtering software has inappropriately blocked access to such sites.

9. Staff must supervise student use of the District's Internet system in a manner that is appropriate to the students' ages and the circumstances of use.

10. The following restrictions against inappropriate speech and messages apply to all speech communicated and accessed through the District technology resources, including all email, instant messages, web pages, and web logs:

- Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages.
- Users shall not post information that could cause damage, danger, or disruption, or engage in personal attacks, including prejudicial or discriminatory attacks.

- Users shall not harass other persons, or knowingly or recklessly post false or defamatory information about a person or organization.

11. Users' home and personal Internet use can have an impact on the school and on other District users. If a user's personal Internet expression - such as sending a threatening message to another District user – creates, in the view of the principal or principal's designee, the likelihood of material disruption of the school's operations, that user may face school discipline and criminal penalties.

12. Hingham takes bullying and harassment by computer very seriously. No District user shall use any Internet or other communication device to intimidate, bully, harass, or embarrass other students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material disruption of school operations, in the view of the principal or principal's designee, shall be subject to penalties for bullying and harassment as contained in the student handbook, as well as possible criminal penalties.

In the event of an allegation that a student has violated this policy, the District will provide the user with notice and an opportunity to be heard in the manner set forth in the student handbook.

Image Alterations

The Hingham Public Schools promotes the responsible and ethical use of digital technology and it is committed to maintaining a school environment where students are comfortable and free to learn. Content creation that alters the image and/or likeness of another individual has the potential to cause significant harm to others, which undermines our community values of respect and integrity. This includes, but is not limited to the inappropriate use of image or voice alteration programs like DeepFake/FaceSwap/ReFace/Voicefake, etc.

The Hingham Public Schools prohibits students from the doing following without consent:

1) impersonating or creating content that alters the image and likeness of fellow school community members (e.g., students and staff) that causes a disruption to the educational environment (for example: by intentionally harming, misinforming, intimidating, harassing, bullying, and/or interfering with a person's access to the educational environment); and/or
2) distributing, posting, or publishing such content

If applicable, the Harassment/Sexual Harassment, Bullying or Acceptable Use Policy may come into effect, and the offense will be reported to the Hingham Police Department if warranted.

Dress Code/ School Attire (JICA)

The goal of our dress code is to ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, culture, cultural observance, household income, ability, or body type/size.

Students must wear a top and bottom (or dress), as well as footwear. Any item of clothing should not contain words or symbols that could reasonably be construed as offensive. Clothing/attire or grooming which depicts or advocates violence, criminal activity, use of alcohol or drugs, pornography, or hate speech is prohibited. Health regulations require that shoes be worn at all times in a public building.

In accordance with Massachusetts State Law (MGL c.71, § 83) there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness. The following will apply:

A. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
B. Shirts and dresses must have fabric covering the front.
C. Clothing must cover undergarments (waistbands and straps excluded).
D. Fabric covering breasts, genitals and buttocks must be opaque.
E. Hats, hoodies and headwear may not be worn in school. Medical and religious exemptions will be made.
F. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
G. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

In addition, HMS will follow the School Dress Code Policy as determined by the HPS School Committee.

Memorandum of Understanding (KLG)
A Memorandum of Understanding has been agreed to and established between the Hingham Public Schools and the Hingham Police Department. Copies are available at the school.

Physical Restraint Policy (JKAA)
Hingham Public Schools' students may in rare circumstances require physical restraint when non-physical interventions would not be as effective and the student's behavior poses a threat of imminent, serious physical harm to self and/or others. Such physical restraint should be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. Such incidents of restraint must be reported to an administrator and a report filed with MA Department of Elementary and Secondary Education. Parents/guardians will be notified.

Safety Environment (EBA, JIC, JI)
The middle school is committed to maintaining a safe and caring environment. The principal of the school may require an outside risk assessment of any student who possesses a threat to the safety of others or the school. When a student makes a threat, uses threatening behavior, or if there is concern that the student's behavior indicates an escalation for violence,

administration will be notified and parents/guardians will be notified immediately. Local safety officials may also be notified. Examples may include:

- Student directly or indirectly threatens to harm a person, group, and/or entire school.
- Artistic, written or symbolic expression with disturbing and/or violent content is presented.
- Belief that someone possesses a weapon in school.
- Possession of a weapon.
- Student is demonstrating any imminent warning signs or a cluster of early warning signs.
- Student makes threat to harm or kill self or (along with indicators of harm) others.
- Student has escalating pattern of behavior that has been resistant to intervention at school.
- Other reasons for assessment as determined by the principal.

In addition, an internal threat assessment will be completed by the school.

Tobacco Products (ADC, JICH)

Refer to the Code of Discipline

Punishment for violation of the tobacco policy is automatic, as follows:

First offense:-one-day "in-school" suspension from all classes and school activities.
Second offense:-three-day suspension from all classes and school activities.
Third offense:-five-day suspension from all classes and school activities.

Further violations: Minimum of five-day suspension with additional penalties to be determined by the school administration.

Students found to be carrying cigarettes or other tobacco/nicotine products will be subject to consequences and the item(s) will be confiscated.

Drugs and Alcohol (JICH)

Students shall not use, possess, buy or sell, or give away any beverage containing alcohol; any tobacco/nicotine product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. Parents/guardians and police will be notified. Refer to Code of Discipline.

The use or possession of alcoholic beverages or other controlled substances or being under the influence of any drug including alcohol is prohibited on school property, at any school function, or at any school sponsored event or in school owned or operated vehicles. Students violating this policy will be barred from that activity and may be subject to disciplinary action.

Evacuation Drills (JL)

Drills at regular intervals are an important safety precaution. It is essential that, when the first signal is given, everyone obey orders promptly and leave the building by the prescribed route as quickly as possible. Students shall line up quietly outside the building and attendance will be taken. Students are not to re-enter the building until the Fire Department has declared it safe to

do so.

Evacuation Guidelines

System-wide evacuation (for storms or local incidents). This decision would be made at the office of The Superintendent of Schools.

System-wide evacuation (for an eventuality that is regional, such as a terrorist threat, power plant incident, etc.) - This decision would likely be made by someone other than school personnel.

At this time, the only alternatives would be to hold students at school until the regular dismissal time (or later if needed),

OR

dismiss all students early using the normal dismissal procedures in a timely manner. Public announcements would be made and notification of working elementary parents/guardians would be attempted. There are concerns, however, about whether or not parents/guardians could get home to receive students. Parents/guardians should have their own neighborhood contingency plans, with backup plans for childcare/supervision. It is important that parents/guardians discuss and review such plans with their children. The school system does not have the bus capacity to relocate all students simultaneously and alternate sites for any mass evacuation out of town have not been identified. The school system is not included in the district for which there is a Plymouth Power Plant evacuation plan.

Single building evacuation (such as for fire or problems with heat, power, or plumbing). This decision will be made by the Principal in consultation with the Office of the Superintendent of Schools.

Middle school students would be relocated to the high school by bus and dismissed from there on regular route buses. With an incident within an hour or so of the close of school, an early dismissal routine is likely, with the assumption that students of this age could be at home alone for a short time. As an alternative to dismissal at the school site, students would walk to the Resurrection Church parking lot and be dismissed from there using the regular routes and schedules.

Firearms (JIC)

The possession of a firearm on school property is a crime as defined under Chapter 269, Section 10 of the Massachusetts General Laws. Punishment could be a fine of not more than one thousand ($1,000) dollars or by imprisonment for not more than one year, or both. Students may also face expulsion. Refer to Code of Discipline.

School Bus Protocols (ECAF, EEA, EEAA, EEAEC, JICC, JI, JK)

NOTE: Misconduct which threatens the safe operation of the motor vehicle may result in the immediate suspension of busing privilege for a minimum of two weeks.. A subsequent offense may result in the suspension of busing privileges for the remainder of the school year.

Good behavior is expected at all times whether waiting for, boarding, or riding the bus to assure the safety of all passengers. Parents/guardians of students are responsible for their supervision until the student boards the bus in the morning and after the student leaves the bus at the end of the day. When a student boards the school bus they become the responsibility of the school system. Because the bus is an extension of the school, the School Committee requires students to conduct themselves in the same manner established for school behavior. The bus driver is required to report violations of school bus rules and regulations to the building principal or designee and the transportation coordinator.

The building principal or designee will inform the parents/guardians immediately of the misconduct and will request parent/guardian cooperation in correcting the student's behavior. If a student is reported three times to the building principal for misconduct on the school bus, the student's busing privileges will be suspended for a period not to exceed ten school days. The parent/guardian of the student will be notified and they will be informed that they are responsible for their child's transportation to and from school during the period of suspension. A subsequent offense will result in the suspension of busing privileges for the remainder of the school year.

All substances prohibited on school grounds are likewise prohibited on school buses and students who violate this policy shall be subject to the same punishment as that administered for said violations on school grounds.

Cameras on School Buses (ECAF)

Hingham school buses may be equipped with interior video cameras. The purpose of the cameras is to encourage proper bus behavior, allowing the bus driver to focus attention on the important job of driving. Videotapes will be viewed by the Supervisor of Transportation and the Building Principal or Assistant Principal if there is a question related to misbehavior on a school bus. Videotapes are reused (taped over) on a regular basis.

Safety and Behavior Rules (EEAEC, JICC)

1. **Obey the driver at all times. They are looking out for your safety and they need your cooperation to drive the bus safely.**
2. Wait behind the safety line and enter the bus in an orderly fashion, going directly to a seat. Students must remain in this seat until their destination is reached. Do not change seats while the bus is moving.
3. There will be no rough-housing, littering or defacing of the bus.
4. Loud and vulgar language is prohibited.
5. Students should keep their hands, arms, legs, and head inside the bus.

6. Nothing is to be thrown from the bus.
7. The aisle of the bus should be kept clear of feet, books, athletic equipment, and musical instruments.
8. Do not push when boarding or leaving the bus.
9. The emergency door is for emergencies only. Do not touch safety equipment on the bus.
10. Students must not open or close windows without the permission of the driver.
11. Students will be courteous to the driver, to fellow students, and to passengers.
12. There will be no smoking/vaping on the bus.
13. Students who refuse to obey the directions of the bus driver, or refuse to obey regulations, forfeit their right to ride the bus.
14. According to Hingham School Committee Policy, a student will receive a bus letter reporting any inappropriate behavior on a bus. After three such communications are received during a single school year, the student will be suspended from all buses for 5 to 10 days. A fourth offense will result in the loss of bus privileges for the remainder of the year. If the situation is serious enough, a student may be removed from the bus at the first offense. As noted above, behavior that threatens the safe operation of the bus will result in immediate suspension of privileges; any further behavior that threatens the safe operation will result in suspension of bus privileges for the remainder of the school year.
15. No special stops will be made as favors to students or parents/guardians. Students are to be picked up and discharged at their regularly scheduled stops only.
16. Parents/guardians should make all requests for changes to the transportation office by calling 781-741-1510.
17. Students are allowed to ride only the bus to which they are assigned. The exceptions to this rule are as follows:
18. A student is required to do a group project by a teacher. In such cases, a request in writing from a parent/guardian, must be signed by the teacher, given to an administrator in the a.m. for signature. A bus pass then will be issued to be given to the bus driver.
19. A student is staying overnight with another family for an extended period of time while their parent/guardian is away.
20. Students who live less than 1.5 miles from the school are not assigned a bus and may not use bus transportation except as stated in # 17.

Parent/Guardian Drop-Off Area (EEAJ)

At all times the guiding consideration is to maintain a safe, orderly, and efficient dismissal for all of our students. It has been noted that there are more and more parent/guardian vehicles in the main parking lot at dismissal time each day.

Visitors and Security (KI, KBA, IJOC, ADDA, IHBAA)

We welcome parents/guardians to our school. All parents/guardians and visitors must report to the main office, sign in, identify their intended location and receive a visitor's badge before going to other parts of the school building. (To ensure security during the school day, all doors will be locked for entry, but not for exit.)

HINGHAM
PUBLIC SCHOOLS

CODE OF DISCIPLINE

Code of Discipline

One definition of discipline is "Training that is designed to provide a specified character or pattern of behavior, especially that which is expected to produce moral or mental improvement." While the school, with reinforcement from the home, plays the primary role in development of a student's intellectual capabilities, the development of proper social behavior is the responsibility of the home, with reinforcement from the school.

One shared objective of the home and school must be the development of self- disciplined adults who are prepared to assume responsibility for their actions. However, self-discipline is learned behavior. And because students learn at different rates, the school must maintain an imposed or external system of controls to provide guidelines and remediation for those whose mastery of self-discipline is below the established standards. Essentially, the Code of Discipline is the vehicle through which the school ensures a safe and secure learning environment for all members of the school community.

In Hingham, the Code of Discipline is based on the following beliefs:

1. All students and their parents have the right to expect each school to have a stable, humane environment in which excellence of instruction may flourish.
2. All students and their parents have the right to expect prompt action in cases where unacceptable behavior interferes with teaching and learning or the wellbeing of others.
3. Good discipline helps students in their adjustment to school and society.
4. Students need a structured climate for optimal learning and development.
5. Students need to know the rules and regulations of the school and the consequences for violations of those rules and regulations.
6. Students must be assured that all rules and regulations will be consistently and impartially enforced.
7. Limitations and controls within a school are essential to a student's personal development and to the smooth and safe functioning of the school.
8. Adults who participate in the discipline process must have a positive attitude toward students and a recognition of the goals of good discipline.

The following Code of Discipline, as well as individual school handbooks, will regulate student behavior in the Hingham Public Schools by identifying unacceptable behaviors (violations) and their consequences.

RULES AND REGULATIONS

Introduction

Although it is understood that some of the following rules and regulations might be more germane at one level of education than another, rules and regulations apply to all students, grades kindergarten through twelve.

In most cases, a conference involving the parents, the student, and the principal or assistant

principal will precede the imposition of consequences arising from violations of the **Code of Discipline** by elementary students.

At all levels, the principal or designee will interpret these rules and regulations and will extend their application in a manner consistent with their intent, taking into consideration the age of the student and any unique or extenuating circumstances. The principal's designee is typically an assistant principal. At Hingham High School, assignment to "Saturday Detention" or in-school suspension may be offered (at principal's discretion) as an alternative to the stated consequence. The Hingham Middle School may also elect to implement (at the principal's discretion) an in-school suspension in place of the stated consequence.

CATEGORIES OF VIOLATIONS AND CONSEQUENCES

The Hingham Public Schools administration has made an effort to detail numerous violations and their consequences. However, the list below is by no means exhaustive and the schools reserve the right to impose discipline for offenses not listed below, following the procedures detailed herein as they deem appropriate.

GROUP A

Violations

1. Physical violence (battery) or threats of violence (assault) directed towards any member of the school staff.
2. Acts of arson, bomb threats, false alarms.
3. Sale or distribution of drugs on school property or at school-sponsored events, wherever held.
4. Possession of weapons, such as guns, knives, clubs, slingshots, or other articles which may be determined dangerous, possession or sale of explosives (including fireworks).
5. Physical violence or threats of violence on school property or at a school- sponsored event wherever held.
6. Obtaining money, material goods, or favors by threat of physical harm.
7. Malicious destruction of, damage to, or theft of school or personal property.
8. Possession (e.g. on person, in locker, in car, etc.) or use (in the belief of the school administrator) prior to or at a school-sponsored event, wherever held, of drugs or alcoholic beverages.
9. Possession and/or use of drug paraphernalia or a substance represented as a drug.
10. Hazing as defined in Massachusetts General Laws Chapter 269 and 603 CMR 33.00.
11. Pendency, admission, or conviction of felony charges. See M.G.L. Chapter 71, Section 37H1/2.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

Suspension from all classes and school activities; referral of the matter to the Police Department or Fire Department for appropriate action; requiring that the student provide restitution (in the amount necessary to restore the property or equipment to its original state) for any property damage or other monetary expense incurred as a consequence of the student's misconduct. Students believed by the administration to have engaged in hazing, as defined in M.G.L. Chapter 269, will be suspended from extracurricular activity for the remainder of the season and other such punishment as required by Chapter 269.

Full text of Sections 37H and 37H1/2 is also printed in the high school student handbook; see pages 42 - 43.

GROUP B

Violations

1. The use of obscene, abusive or profane language (oral, written, or gestured), derogatory in its nature and/or directed at an individual because of gender, gender identity, sexual orientation, religion, racial or ethnic origin, age or disability.
2. Harassment of any kind including, but not limited to threats, unsolicited remarks, gestures, physical contact or the display or circulation of written materials or pictures derogatory in nature and related to gender, gender identity, race, ethnicity, religion, age, sexual orientation, or disability.
3. Bullying as defined by M.G.L. C 71 S 37 O.

GROUP C

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

Suspension from all classes and school activities; involvement of Police Department and/or DCF as principal deems it appropriate.

Violations

1. Forgery of a school-related document, willful use of a forged school- related document and/or tampering with a school-related document.
2. Failure to properly identify oneself upon request of school personnel acting in their official capacity.
3. Leaving the school building without permission, leaving school grounds without authorization, and/or truancy.
4. Behavior which might endanger persons or property and/or disrupts the orderly administration of the school (e.g., throwing snowballs, food, or other objects;

making excessive noise).

5. Defiant behavior toward any school personnel whether on or off school property.
6. Failure to abide by guidelines for acceptable use of computers including access to the Internet.
7. Violations of academic integrity, including plagiarism (See school handbook for possible additional academic penalties.)
8. Failure to check in to school, failure to report to the office, failure to report to Saturday Detention or asked to leave Saturday Detention.
9. Disruptive, disobedient, or rude behavior.
10. Lying or providing false information to school officials.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following. One or more days detention; Saturday Detention**.**

GROUP D

Violations

1. Failure to operate a motor vehicle in a safe and reasonable manner on school property, in the vicinity of a school, or when driving to and from school or to and from school-sponsored activities; wherever held.
2. Failure to follow student parking guidelines (H.H.S. Handbook pages 32-33).
3. Unexcused tardiness to school or to class.
4. Class cuts (see school handbooks for other penalties).
5. Gambling, unauthorized card playing. Improper use of radios, tape recorders, cell phones, cameras, (or any other electronic equipment deemed by the administration to be distracting or disruptive to the learning environment). Use of roller blades, skateboards, or bicycles while inside the building.

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.
One or more detentions; for violation of Group D-1 and D-2, loss of right to operate a motor vehicle on school property; for violation of Group D-5, confiscation of listed items.

GROUP E

Violations

Use or possession of nicotine products and/or tobacco products of any type including e-cigarettes, vaporizers, and vaping liquids on school grounds (including school buildings and buses) or at any school-sponsored activities.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the

principal or their designee. **REPEAT OFFENDERS**

1. For each academic year, any student who accumulates in excess of ten days of suspension will, at the
   principal's discretion, be referred to the Superintendent of Schools for such further action as they deem warranted.
2. For each academic year, any student who accumulates five days of detention with a teacher may be required to attend a conference with parents and the teacher. Further detentions with that teacher may result in referral of the matter to the principal for such action as they deem warranted.
3. Any student who accumulates five or more unserved office detentions may be subject to a one-day suspension. If suspended, the student will serve the detentions upon completion of the suspension. If the problem reoccurs, the length of subsequent suspensions may be increased.

Discipline will be imposed for any other behavior not listed in Groups A-E above which constitutes a disruption to the educational process or threatens student wellbeing or staff safety or school security in any way.

SUSPENSIONS

The Hingham Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37H 1/2 and 37H 3/4 and 603 CMR 53.00 et seq.

Suspensions. Suspensions may be short-term or long-term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her/their discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities. The student and his/her/their

parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

Additionally, if a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal.

EMERGENCY REMOVAL

Except for offenses subject to suspension or expulsion pursuant to MGL Chapter 37 H & 37 H ½, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice (made by hand delivery, first-class mail, certified mail or email) to the student and parent/guardian
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent/guardian.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

PROCEDURES FOR SHORT-TERM SUSPENSION

The principal, or their designee, may suspend students on a short-term basis, which is exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days. The student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
    i. The disciplinary offense;
    ii. The basis for the charge;

iii. The potential consequences, including the potential length of the suspension;
iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
v. The date, time, and location of the hearing;
vi. The right of the parent and student to interpreter services at the hearing; and at the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and parent in writing of their decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year. If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

PROCEDURES FOR LONG-TERM SUSPENSION

In the event of a long term suspension, which is exclusion of a student from school premises and regular classroom activities for more than ten school days, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:

i. The disciplinary offense;
ii. The basis for the charge;
iii. The potential consequences, including the potential length of the suspension;
iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;

v. The date, time, and location of the hearing; and
vi. The right of the parent and student to interpreter services at the hearing.

2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the
5. relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school.
6. The principal shall notice the student and parent in writing of their decision, including the following information:
    i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
    ii. The key facts and conclusions reached by the principal;
    iii. The length and effective date of the suspension and the date of return to school;
    iv. The notice of the student's opportunity to receive education services to make academic progress during the suspension;
    v. The student's right to appeal the principal's decision to the superintendent or their designee if a long-term suspension has been imposed. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing. The decision of the superintendent shall be the final decision of the school district.
    vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

STUDENT EXPULSION PROCEDURES

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Students are subject to expulsion for the conduct listed below:

- Possession of a Dangerous Weapon on school property/school location & events (including not only knives and guns, but other items that otherwise create or can be used in a dangerous manner. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting.)
- Possession of a controlled substance on school property/school location & events (e.g., marijuana, cocaine, prescription drugs)

- Assault on teachers, administrative staff and/or other educational personnel.

Students charged with these offenses may be removed on an emergency basis for up to ten days. They will be notified in writing of the opportunity for a hearing at which time the student may have representation and the opportunity to present evidence and witnesses on their behalf.

In addition, students may be suspended or expelled as a result of a felony charge, conviction, or admission, again with a right of appeal to the superintendent (M.G.L. c. 71, Section 37H1/2).

FELONY SUSPENSION / EXPULSION PROCEDURES

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal 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 the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The

Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from their program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to their disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of their disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to their current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to their disability.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the class- room. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days,

whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten
(10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

RIGHT TO DUE PROCESS (JI)

A student's right to due process means that the rules are applied fairly and that the student has notice of the charged violation of school rules and an opportunity to explain themself. Some of the steps in affording procedural due process will vary in degree of formality according to the degree of the disciplinary sanction which might be imposed.

- The Principal must notify the Executive Director of Student Services in writing within one school working day of the suspendable offense of any special needs student whose IEP does not reflect the need for modifications of the regular education discipline code. A record must be kept of such notices.

Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the building principal.

Due process for students with disabilities will also adhere to the following procedures:

- Free and Appropriate Public Education, (FAPE): Hingham Public Schools is responsible for providing FAPE to all of its students. A student may not be suspended for more than ten cumulative school days without the provision of FAPE.

- Functional Behavioral Assessment/Behavioral Intervention Plan: A FBA must be completed ten business days after the removal that will result in the 11th day of suspension; the BIP must be completed as soon as possible following the FBA. The goal of a functional behavioral assessment is to understand why a student misbehaves. What does the TEAM feel is the function of the behavior: attention? Sensory input? What behaviors could be chosen to try and redirect the student? The Behavioral Intervention Plan should include instructions on how to replace

problem behavior with replacement behavior.

Alternative Educational Setting, AES: In cases of a dangerous weapon or drugs, the principal may place a student in an alternative educational placement for up to 45 days. The Principal and the Director of Student Services work with the TEAM to determine this placement.

CIVIL RIGHTS PROTECTIONS (AC-2, ACA, JB, JI)

Coordinator Of Title VI of the Civil Rights Act Of 1964 For The Hingham Public Schools (AC-2, IHBEA, JB): The person serving as the Coordinator of Title VI of the Civil Rights Act of 1964 for the Hingham Public Schools is the Interim Assistant Superintendent, Erica Pollard, for the Hingham Public Schools. Title VI "prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin." Any student, parent, caregiver having questions or concerns about Title VI with respect to the Hingham Public Schools should contact Ms. Erica Pollard, 220 Central Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1500, or by email epollard@hinghamschools.org.

Coordinator Of Title IX of the Education Amendments Of 1972 (ACAB): The person serving as Coordinator of Title IX of the Education Amendments of 1972 for the Hingham Public Schools is Assistant Superintendent of Curriculum and Instruction Erica Pollard. Title IX "prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex". Any student, parent, or caregiver having questions or concerns about Title IX with respect to the Hingham Public Schools should contact Dr. Christine Panarese, at the School Department, 220 Central Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1500, or by email at epollard@hinghamschools.org.

Coordinator Of Section 504 Of The Rehabilitation Act Of 1973 (ACE): The person serving as Coordinator of Section 504 of the Rehabilitation Act of 1973 for the Hingham Public Schools is the Director of School Counseling Services for the Hingham Public Schools. Section 504 "prohibits discrimination, exclusion from participation, and denial of benefits based on disability." Anyone having any questions or concerns about Section 504 with respect to the Hingham Public Schools should contact Ms. Heather Rodriguez at Hingham High School, 17 Union Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1565, or by email at hrodriguez@hinghamschools.org.

School District Homeless Education Liaison (JFABD): The McKinney-Vento Education Act for Homeless Children and Youth requires that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. Anyone having questions or concerns about the legal rights of homeless children or youth should contact the Executive Director of Student Services, Dr. Christine Panarese, at the School Department, 220 Central Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1500 or by email at cpanarese@hinghamschools.org**.**

Title II, ADA Compliance Liaison: The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is Ms. Aisha Nelson-Oppong, Director of Business & Support Services. They can be reached at (781)741-1500, or at aoppong@hinghamschools.org.

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

Grievance Procedure:

1. Any employee or student who believes that they have been discriminated against should contact in writing the appropriate coordinator or liaison as soon as possible, normally within thirty (30) days of the discrimination.
2. The Coordinator will meet with the person(s) to discuss the situation within seven (7) days of receiving the written complaint.
3. The Coordinator will have fourteen (14) days to respond to the grievance in writing.
4. If the grievance is not settled at this level, a representative from the Office of Civil Rights or the Department of Education will be contacted for remediation

Non-Discrimination Policy (Crown Act)

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, identities such as race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

If you need this booklet translated, please contact the main office of your child's school.

Si necesita la traducción de este folleto, comuníquese con la oficina principal de la escuela de su hijo. Se você precisar da tradução deste livreto, entre em contato com a secretaria da escola do seu filho. 如果您需 翻译本手册，请联系您孩子学校的主办公室。

Student Behavior (JI, JIC, JIH, JII, JK, JKA)

A town-wide HPS Code of Discipline is distributed to each family. Parents/guardians and students should note that misbehavior while traveling to and from school is punishable under the Hingham Code of Discipline. Consequences for lack of compliance with school rules will begin

with restorative practices for behavior and conflict resolution as well as positive behavior interventions and supports (PBIS). If these practices don't work, other actions may include admonition, reprimand, in-school suspensions, or short or long-term exclusions from school or expulsion.

Progressive discipline decisions shall be the responsibility of the principal, or the principal's designee, and will be guided by the HPS Code of Discipline,

When disciplining students with special needs, Hingham Middle School will follow state and federal laws, regulations and guidelines including:

- Individuals with Disabilities Act of 1997 (IDEA)
- Massachusetts General Laws (chapter 69-78A)

Expedited Evaluation Process

If prior to the disciplinary action, the district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

If the district has no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

The following actions are examples of unacceptable behavior that could result in detention, parent/guardian notification, parent/guardian conference, suspension or expulsion.

1. Disrespect for school staff
2. Disrespect or intimidation of fellow students
3. Bullying
4. Inappropriate language
5. Locker misuse
6. Continued littering
7. Extreme dress or appearance which is disruptive to the educational environment
8. Gambling
9. Fighting
10. Theft
11. Inappropriate physical contact
12. Harassment as described in Code of Discipline.
13. Hazing as defined in Massachusetts General Laws Chapter 269.
14. Possession of weapons or items that can be used as weapons.
15. Possession and/or use of alcohol, drugs or drug paraphernalia.

Removals from School

The Hingham Public Schools adheres to the Student Discipline Laws and Regulations as set forth

in Massachusetts General Laws Chapter 37H, 37H 1/2 and 37H 3/4 and 603 CMR 53.00

A full set of school committee policies are available on the District Web site or may be accessed directly through this Link to Policies. Frequently Accessed School-Related Policies are listed below:

AC-2- NONDISCRIMINATION
ACA - NONDISCRIMINATION ON THE BASIS OF SEX
ACAB - SEXUAL HARASSMENT
ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY
BDFA - SCHOOL COUNCILS
EBA -SAFE SCHOOLS POLICY
JB - EQUAL EDUCATIONAL OPPORTUNITIES
JBB - EDUCATIONAL EQUITY
JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES
JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN
JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE
JH - STUDENT ABSENCES AND EXCUSES
JIC - STUDENT DISCIPLINE
JICA - STUDENT DRESS CODE
JK - STUDENT CONDUCT
JICC (also EEAEC) - STUDENT CONDUCT ON SCHOOL BUSES
JICFA - PROHIBITION OF HAZING
JICFA-E - HAZING
JICFB - BULLYING PREVENTION
JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED
JIH - SEARCHES AND INTERROGATIONS
JJA - STUDENT ORGANIZATIONS

PARENT/GUARDIAN/STUDENT SIGNATURE PAGE

I have read the Hingham Middle School Student/Parent/Guardian Handbook and the Home/School Partnership Contract and agree to obey the rules, regulations and policies of the school. (Student please print your name)

STUDENT NAME:_____Y.O.G._____ H.R_____
(clearly print full name)

_____

SIGNATURE OF STUDENT **DATE**

I have read the Hingham Middle School Student/Parent/Guardian Handbook and the Home/School Partnership Contract, and agree to have my child abide by the rules, regulations and policies of the school.

_____

SIGNATURE OF PARENT/GUARDIAN **DATE**

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Note: Some school activities are videotaped for use on cable, and photographs of school activities and/or students receiving awards or other such honors may be taken by the press. Parents/guardians who do not want their child to participate in video recording or newspaper pictures, etc., must notify the principal **in writing** of their explicit request that their child not appear in such photos or videos.

HINGHAM

PUBLIC SCHOOLS

Rules of the Road

- **Treat each other with care and respect**
- **Be kind.**
- **Do not hurt anyone with your words, body, or any object.**
- **Support a positive learning environment**
- **Be cooperative.**
- **Do not interfere with teaching or learning.**
- **Be serious about learning**
- **Work hard and honestly.**
- **Pay attention and follow directions.**
- **Take care of your school**
- **Do not damage, destroy, or steal any property**