Dear Staff and Faculty,

Welcome to the 2019-20 school year!

The MHS Staff and Faculty Handbook contains lots of helpful information regarding school policies, practices, and procedures. Our intent is for this handbook to serve as a helpful reference manual. It represents the way we do business at Marlborough High School, and as such, you should familiarize yourself with its content.

If you are new to Marlborough High School, then we encourage you to ask questions about anything in this handbook. If you are a veteran faculty member, please review our policies and procedures so that you can continue to serve as a reference to our newer community members.

I look forward to working with you and having a wonderful school year.

Sincerely,

Dan Riley
MHS Principal
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Principles</td>
<td></td>
</tr>
<tr>
<td>A. District Mission &amp; Goals</td>
<td>5-7</td>
</tr>
<tr>
<td>B. School Mission &amp; Expectations</td>
<td></td>
</tr>
<tr>
<td>C. MPS Policy of Non Discrimination</td>
<td></td>
</tr>
<tr>
<td>D. Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td>E. Program of Studies</td>
<td></td>
</tr>
<tr>
<td>F. Alternative Educational Programs</td>
<td></td>
</tr>
<tr>
<td>Leadership Roles &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td>A. Principal</td>
<td>8-9</td>
</tr>
<tr>
<td>B. Assistant Principals</td>
<td></td>
</tr>
<tr>
<td>C. Supervisors</td>
<td></td>
</tr>
<tr>
<td>D. Coordinators/Lead teachers</td>
<td></td>
</tr>
<tr>
<td>School Schedule &amp; Map</td>
<td></td>
</tr>
<tr>
<td>A. Bell Schedules</td>
<td>10-13</td>
</tr>
<tr>
<td>B. Map</td>
<td></td>
</tr>
<tr>
<td>Communication and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>A. Contact Information</td>
<td>14-20</td>
</tr>
<tr>
<td>B. Crisis Response Policy</td>
<td></td>
</tr>
<tr>
<td>C. Confidentiality</td>
<td></td>
</tr>
<tr>
<td>D. Immediate Health &amp; Safety Issues</td>
<td></td>
</tr>
<tr>
<td>E. Interpreter and Translation Services</td>
<td></td>
</tr>
<tr>
<td>F. Timely Responses</td>
<td></td>
</tr>
<tr>
<td>G. Proactive Communication through Aspen</td>
<td></td>
</tr>
<tr>
<td>H. Grading/Updating Teacher Gradebooks in Aspen</td>
<td></td>
</tr>
<tr>
<td>I. Struggling Students</td>
<td></td>
</tr>
<tr>
<td>J. Notification of Out of School Suspension (OSS) or In-School Suspension (ISS)</td>
<td></td>
</tr>
<tr>
<td>K. Weekly Blast</td>
<td></td>
</tr>
<tr>
<td>L. Daily Announcements &amp; Panther Patch</td>
<td></td>
</tr>
<tr>
<td>M. Faculty &amp; Department Meetings</td>
<td></td>
</tr>
<tr>
<td>N. News Releases</td>
<td></td>
</tr>
<tr>
<td>O. Website Postings</td>
<td></td>
</tr>
<tr>
<td>P. MPS Social Media Policy 7.980</td>
<td></td>
</tr>
<tr>
<td>School Day – Day to Day Need to Know</td>
<td></td>
</tr>
<tr>
<td>A. Planned Staff Absences</td>
<td>21-30</td>
</tr>
<tr>
<td>B. Leaving the school and classroom during the school hours</td>
<td></td>
</tr>
<tr>
<td>C. No School Procedure – Delayed School Openings</td>
<td></td>
</tr>
<tr>
<td>D. Emergency Procedures</td>
<td></td>
</tr>
<tr>
<td>E. Reservation/Use of Building Space Outside the Assigned Classroom or School Day</td>
<td></td>
</tr>
<tr>
<td>F. Course Expectations/Syllabus</td>
<td></td>
</tr>
<tr>
<td>G. Duty Procedures</td>
<td></td>
</tr>
<tr>
<td>H. Presence in Halls</td>
<td></td>
</tr>
<tr>
<td>I. Hall Passes</td>
<td></td>
</tr>
<tr>
<td>J. Assemblies</td>
<td></td>
</tr>
<tr>
<td>K. Use of Technology Labs</td>
<td></td>
</tr>
<tr>
<td>L. Computer and Networking Problems</td>
<td></td>
</tr>
<tr>
<td>M. Photocopying and Printing</td>
<td></td>
</tr>
<tr>
<td>N. Nurses</td>
<td></td>
</tr>
<tr>
<td>O. Lunch</td>
<td></td>
</tr>
<tr>
<td>P. Parking</td>
<td></td>
</tr>
<tr>
<td>Q. Classroom Supplies</td>
<td></td>
</tr>
<tr>
<td>R. Student Textbooks</td>
<td></td>
</tr>
<tr>
<td>S. Keys/ID Badges</td>
<td></td>
</tr>
<tr>
<td>T. Repairs to Rooms/Room Upkeep</td>
<td></td>
</tr>
<tr>
<td>U. School Visitors</td>
<td></td>
</tr>
<tr>
<td>V. Food in the Classroom</td>
<td></td>
</tr>
<tr>
<td>W. Professional Development (PD) Days</td>
<td></td>
</tr>
<tr>
<td>VI.</td>
<td>Classroom Management and Code of Conduct</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>A. Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>B. Classroom Management</td>
</tr>
<tr>
<td></td>
<td>C. Infractions &amp; Consequences</td>
</tr>
<tr>
<td></td>
<td>D. Progressive Discipline</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>VII.</td>
<td>Attendance and Tardiness</td>
</tr>
<tr>
<td></td>
<td>A. Student Attendance</td>
</tr>
<tr>
<td></td>
<td>B. Taking Attendance</td>
</tr>
<tr>
<td></td>
<td>C. Tardiness</td>
</tr>
<tr>
<td></td>
<td>D. Dismissal</td>
</tr>
<tr>
<td></td>
<td>E. Communication Relative to Attendance</td>
</tr>
<tr>
<td></td>
<td>F. Consequences For Unexcused Absences</td>
</tr>
<tr>
<td></td>
<td>G. Vacations</td>
</tr>
<tr>
<td></td>
<td>H. Make-Up Work Procedures</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII.</td>
<td>Grading &amp; Homework</td>
</tr>
<tr>
<td></td>
<td>A. Grading</td>
</tr>
<tr>
<td></td>
<td>B. Marking System</td>
</tr>
<tr>
<td></td>
<td>C. Grading Reporting</td>
</tr>
<tr>
<td></td>
<td>D. Homework</td>
</tr>
<tr>
<td></td>
<td>E. Plagiarism/Cheating</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>IX.</td>
<td>Co-Curricular Resources</td>
</tr>
<tr>
<td></td>
<td>A. Library Media Center (LMC)</td>
</tr>
<tr>
<td></td>
<td>B. Instructional Technology Specialist</td>
</tr>
<tr>
<td></td>
<td>C. Field Trips</td>
</tr>
<tr>
<td></td>
<td>D. Club Advisor Handbook</td>
</tr>
<tr>
<td></td>
<td>E. Co-Curricular Funds and Finances</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>X.</td>
<td>Student Support Services</td>
</tr>
<tr>
<td></td>
<td>A. Counseling Referral</td>
</tr>
<tr>
<td></td>
<td>B. Student Support Team (SST)</td>
</tr>
<tr>
<td></td>
<td>C. Special Education Services</td>
</tr>
<tr>
<td></td>
<td>D. Section 504 Accommodation Plan</td>
</tr>
<tr>
<td></td>
<td>E. Student Transfer to Alternative Education Placement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>XI.</td>
<td>School Policies, Laws, and Procedures</td>
</tr>
<tr>
<td></td>
<td>A. Bullying</td>
</tr>
<tr>
<td></td>
<td>B. Discrimination/Harassment</td>
</tr>
<tr>
<td></td>
<td>C. Communicable Disease</td>
</tr>
<tr>
<td></td>
<td>D. Dress Code</td>
</tr>
<tr>
<td></td>
<td>E. Drug/Alcohol Free Workplace</td>
</tr>
<tr>
<td></td>
<td>F. Hazing</td>
</tr>
<tr>
<td></td>
<td>G. Restraint Policy</td>
</tr>
<tr>
<td></td>
<td>H. Smoke and Tobacco Free Policy</td>
</tr>
<tr>
<td></td>
<td>I. Student Records</td>
</tr>
<tr>
<td></td>
<td>J. Fundraising/Donations/Grants</td>
</tr>
<tr>
<td></td>
<td>K. Request for Fundraising/Donations/Grants</td>
</tr>
<tr>
<td></td>
<td>L. Gifts To and Solicitations by STAFF</td>
</tr>
<tr>
<td></td>
<td>M. Use of Cell Phones, Earbuds / Headphones, Electronics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix A</th>
<th>District Curriculum Accommodation Plan (DCAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Common Tasks in Aspen</td>
</tr>
<tr>
<td></td>
<td>76-94</td>
</tr>
</tbody>
</table>

The following topics that relate to both students and teachers can be found in the resources below:

- [MHS Student Handbook](#) (online)
- [MHS Program of Studies](#) (online)
- MHS Student Activities - Advisor Handbook
- [School Committee Policy Manual](#) (online)
I. Guiding Principles

A. District Vision & Goals

As a learning community, we focus on equity to create excellence for all.

District Goals:
1. Revise and adopt a district Vision Statement by June 30th, 2020;

2. Our expectation is that instruction is planned through the use of learning targets and success criteria; with embedded language objectives;


B. School Mission & Expectations

MHS Mission Statement
Marlborough High School is a respectful and comprehensive 21st century learning environment. We communicate effectively, think critically, collaborate productively, and solve problems efficiently. We provide equal access to educational rigor and commit to success for all students.

Academic Expectations
• Students will:
  o Communicate using verbal and written skills for a range of purposes.
  o Gather, analyze, and evaluate information from a variety of sources.
  o Collaborate to achieve a common goal.
  o Apply knowledge to solve problems in conventional, creative, and innovative ways.
  o Demonstrate media and technology literacies.

Social Expectations
• Students will:
  o Demonstrate respect for self, peers, staff, and environment.
  o Be responsible for their own decisions and behavior.

Civic Expectations
• Students will:
  o Participate in school and community life.
  o Understand local and global implications of civic actions.

C. MPS Policy of Non Discrimination (MPS School Committee Policy 1.100)
The Marlborough Public Schools (“District”) does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Additionally, the Marlborough Public Schools does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

The positions identified below have been designated to handle inquiries regarding the District’s nondiscrimination policies in education-related activities, including but not limited to inquiries related to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act.
Should you wish to file a complaint alleging discrimination of student or an employee based on disability, age, race, color, gender, national origin, religion gender, sexual orientation, or gender identity contact the building principal or the civil rights coordinator identified in the school's student handbook.

**District Contacts:**
Jody O’Brien, Director of Student Services
Mary Murphy, Assistant Superintendent of Teaching and Learning
Mike Bergeron, Superintendent of Schools

**D. Graduation Requirements (MPS School Committee Policy 7.950)**
In addition to meeting the MHS course requirements below, all students in the Commonwealth are required to meet certain performance criteria on the Massachusetts Comprehensive Assessment System (MCAS). To receive a high school diploma, students must earn scaled scores of at least 240 on the grade 10 ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the Science, Technology, Engineering MCAS (i.e., Biology, Chemistry, Introductory Physics, or Technology-Engineering).

**Yearly Course Load and Promotion Requirements**

- In order to graduate, a student must accumulate a minimum of ninety-four (94) credits during grades 9-12, must carry & pass the minimum number of credits per year as noted below and must meet Program of Studies requirements as outlined, regarding CORE subjects and electives.
- Students must carry a minimum amount of credits per year as outlined below:
  - 9th Grade: 24 credits
  - 10th Grade: 24 credits
  - 11th Grade: 24 credits
  - 12th Grade: 22 credits
- Students must earn (carry & pass) the following minimum number of credits each year to advance:
  - 9th Grade promotion to 10th Grade: 20 credits accumulated*
  - 10th Grade promotion to 11th Grade: 44 credits accumulated
  - 11th Grade promotion to 12th Grade: 68 credits accumulated
  
  *Includes passing English, and Math.

**Credit and Course Distribution Requirements**

- In order to graduate, a student must accumulate a minimum of 94 credits during grades 9-12. Within these totals, a certain number of units must be taken and a passing grade must be attained.
  - English: 4 years
  - Mathematics: 4 years
  - Science & Technology/Engineering: 3 years
  - History & Social Sciences: 3 years
  - World & Classical Languages: 2 years (sequence in one selected language)
  - Arts: 1 year
  - Wellness/Physical Education: 4 half years (1 semester per year = 8 credits)
E. Program of Studies (online at MHS Program of Studies)
The Program of Studies is published annually as a catalog of courses offered at Marlborough High School. Marlborough High School offers a wide variety of courses at a number of different academic levels. Each spring, students in grades 8, 9, 10, and 11 will be selecting courses for the following school year. The recommendations for these courses originate with classroom teachers through Aspen. Once the process is complete, guidance counselors review theses requests with each student.

When making recommendations, teachers should consider each of the following:
- The student meets the pre-requisites required for the course
- Select the appropriate course level (College Prep, Honors, AP)
- If students have met the MCAS requirement for that content area
- MHS graduation requirements
- College acceptance requirements

F. Alternative Educational Programs - Hildreth School
The Hildreth School is an extension of Marlborough High School and houses the district’s alternative high school program.

The Hildreth School is an accredited alternative public high school that services students who prefer or require a nontraditional school setting. Students benefit from flexible scheduling and a small structured learning environment with academic, social, emotional and behavioral support. Services are designed to meet the needs of each student through its educational, clinical, and behavioral components. Teachers may differentiate instruction within the classroom, adapting Massachusetts Frameworks as necessary to allow students to progress. The Hildreth School offers students a supportive community while encouraging social, emotional and academic development in a safe and caring alternative environment. Students attending this program are recommended through a referral process. In some cases, this referral may require a formal team meeting and determination.
II. Leadership Roles & Responsibilities

A. Principal

- Oversee all operations in the school
- Develop short and long range plans, vision, and direction for the school
- Develop and implement the school improvement plan
- Develop and monitor the school budget and student activity accounts in support of SIP
- Develop and review school policies for recommendation to the Superintendent and/or School Committee
- Act as the school’s primary instructional leader
- Oversee and evaluate Assistant Principals, Athletic Director
- Evaluate faculty and other staff
- Oversee teacher recruitment and hiring
- Chair School Council, Leadership Team, and Building Administrative Team
- Oversee the implementation of Student Support Team process
- Oversee MCAS administration with designees
- Coordinate school’s crisis management protocols
- Communicate with students, parents, teachers, and community members relative to school performance and other pertinent school issues
- Develop the Program of Studies with the Leadership Team
- Oversee graduation
- Oversee clubs and activities in conjunction with activity coordinator
- Assume other duties as required by MA law and school/district policy

B. Assistant Principals

- Monitor academic, behavioral, and social progress of students within the house (approx. 500 students)
- Monitor student attendance, tardiness, behavior, and graduation requirements
- Manage student interventions and discipline
- Chair weekly house meetings to monitor student progress
- Participate in biweekly Student Support Team meetings
- Oversee day to day supervision of the campus and school functions
- Chair 504 eligibility determination meetings
- Supervise and evaluate faculty and staff
- Review and revise the handbooks (faculty and student/parent)

Assistant Principal - Mr. Steve Bishop

- Create, maintain, and update master schedule
- Coordinate the assigning of teacher duties
- Liaison to the Edgenuity Program
- Oversee Student Support Monitor
- Administrative liaison to the World Language Department
- Administrative liaison to the Scheduling Committee

Assistant Principal – Mr. John Travers

- Coordinate and Facilitate Student Support Team Meetings
- Oversee Student Support Monitor
• Attend Community Based Justice Meetings
• Administrative liaison to the Business Department
• Administrative liaison to the PBIS committee
• Coordinate safety procedures and drills for the school

C. Supervisors
• Plan, implement, and monitor the implementation of the curriculum, instruction, and assessment of assigned discipline
• Plan, implement, and monitor the professional development of staff within the department
• Collaborate with Lead teachers in coordinating aspects of departmental needs including the budget, hiring, department meeting agenda, data analysis, and selection of instructional materials
• Supervise and evaluate staff in the department
• Participate in the Leadership Team in developing and implementing changes to the building operations in support of learning
III. School Schedule & Map

A. Bell Schedules

Regular Bell Schedule

MHS operates on a seven-day rotation with six periods meeting each day.

<table>
<thead>
<tr>
<th>Block</th>
<th>Time</th>
<th>Day A</th>
<th>Day B</th>
<th>Day C</th>
<th>Day D</th>
<th>Day E</th>
<th>Day F</th>
<th>Day G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:20am – 8:21am</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>8:25am – 9:23am</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>9:27am – 10:25am</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>4*</td>
<td>10:29am – 11:53am</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>11:57am – 12:54pm</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12:58pm – 1:55pm</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>F</td>
</tr>
</tbody>
</table>

* LUNCH SCHEDULE

<table>
<thead>
<tr>
<th>First Lunch</th>
<th>10:25am – 10:55am</th>
<th>Class</th>
<th>10:29am – 11:27am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>10:55am – 11:53am</td>
<td>Second Lunch</td>
<td>11:27am – 11:57am</td>
</tr>
</tbody>
</table>

Panther Day Bell Schedule (Insert day from the schedule above)

On Panther Days, there is an extra period added to the schedule for that school day.

<table>
<thead>
<tr>
<th>Block 1</th>
<th>7:20am - 8:09am</th>
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</thead>
<tbody>
<tr>
<td>Block 2</td>
<td>8:13am - 9:02am</td>
</tr>
<tr>
<td>Block 3</td>
<td>9:06am - 9:55am</td>
</tr>
<tr>
<td>Block 4 (Panther Block)</td>
<td>9:59am - 10:50am</td>
</tr>
<tr>
<td>Block 5*</td>
<td>10:54am - 12:09pm</td>
</tr>
<tr>
<td>Block 6</td>
<td>12:13pm - 1:02pm</td>
</tr>
<tr>
<td>Block 7</td>
<td>1:06pm - 1:55pm</td>
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</tbody>
</table>

* LUNCH SCHEDULE

<table>
<thead>
<tr>
<th>First Lunch</th>
<th>10:50am – 11:20am</th>
<th>Class</th>
<th>10:54am – 11:43am</th>
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<tbody>
<tr>
<td>Class</td>
<td>11:20am – 12:09pm</td>
<td>Second Lunch</td>
<td>11:43am – 12:13pm</td>
</tr>
</tbody>
</table>
### Schedule for a Professional Development Early Release Day
**11:05am Dismissal from School**

- No lunch is served on these days
- Period assignments determined by day in rotation

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20am – 7:54am</td>
<td>1st Period</td>
</tr>
<tr>
<td>7:58am – 8:32am</td>
<td>2nd Period</td>
</tr>
<tr>
<td>8:36am – 9:10am</td>
<td>3rd Period</td>
</tr>
<tr>
<td>9:14am – 9:48am</td>
<td>4th Period</td>
</tr>
<tr>
<td>9:52am – 10:26am</td>
<td>5th Period</td>
</tr>
<tr>
<td>10:30am – 11:05am</td>
<td>6th Period</td>
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</tbody>
</table>

### Schedule for a 2-hour Weather Delay
**School Begins at 9:20am**

- Lunch will be served on these days
- Period assignments determined by day in rotation

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<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20am – 10:00am</td>
<td>1st Period</td>
</tr>
<tr>
<td>10:04am – 10:42am</td>
<td>2nd Period</td>
</tr>
<tr>
<td>10:46am - 11:24am</td>
<td>3rd Period</td>
</tr>
<tr>
<td>11:28am – 12:32pm</td>
<td>4th Period/Lunch</td>
</tr>
<tr>
<td>12:36pm – 1:14pm</td>
<td>5th Period</td>
</tr>
<tr>
<td>1:18pm – 1:55pm</td>
<td>6th Period</td>
</tr>
</tbody>
</table>

**First Lunch Schedule**
- Lunch: 11:24am – 11:54am
- Class: 11:54am – 12:32pm

**Second Lunch Schedule**
- Class: 11:28am – 12:06pm
- Lunch: 12:06pm – 12:36pm

### Schedule for MCAS Staggered Openings
**School Begins at 10:50am for Non-Tested Students**

- Lunch will be served on these days
- Period assignments determined by day in rotation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20am – 10:50am</td>
<td>MCAS testing session</td>
</tr>
<tr>
<td>10:50am – 12:09pm</td>
<td>1st Period</td>
</tr>
<tr>
<td>12:13pm – 1:02pm</td>
<td>2nd Period</td>
</tr>
<tr>
<td>1:06pm – 1:55pm</td>
<td>3rd Period</td>
</tr>
</tbody>
</table>

**First Lunch Schedule**
- Lunch: 10:50am – 11:20am
- Class: 11:20am – 12:09pm

**Second Lunch Schedule**
- Class: 10:50am – 11:43am
- Lunch: 11:43am – 12:13pm

### Schedule for Mid-term and Final Exams
**10:30am Dismissal from School**

- No lunch is served on these days

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20am – 8:50am</td>
<td>1st Exam</td>
</tr>
<tr>
<td>9:00am – 10:30am</td>
<td>2nd Exam</td>
</tr>
</tbody>
</table>
B. Maps

MARLBOROUGH HIGH SCHOOL MAP

1
Main Office, Cafeteria, Engineering, Art, Music

2
LMC, Nurse’s Office, English, History

Library Media Center

History and Social Science Wing

English Wing

242 Rear 241 Rear 240 Rear 238 Rear 237 Pathways 235 Pathways
Teacher Work RM
ICafe
EL Office

242 Front 241 Front 240 Front 239 Front

230 229 231 228 227 226 225 224 223 222 221

218 Rear 217 216 215 214 213 212 211 220 Front 220 Rear

218 Front 217

219 Front 219 Rear

258 255 254 253 252 TV Study

244 243 242 Rear 241 Rear 239 Rear

245 246 247 248

202 201 200

Foyer

Little Theater

Field House/ Gym

Cafeteria

Kitchen

Boy’s Locker Room

146 145 144 143 142 141 140 139 138 137 136 135 134 133 132 131 130 129 128 127 126 125 124 123 122 121 120 119 118 117 116 115 114 113 112 111 110 109 108 107 106 105 104 103 102 101
IV. Communication and Responsibilities

Our ability to communicate both internally and externally is going to determine our collective success. As there are a number of opportunities for individuals to take a leadership role in the school, and contribute to decision-making, there are equally as many means of communication we use internally to help us maintain a high level of connectedness. In an effort to streamline our communication processes we have implemented the following approaches to share information, solicit feedback, and/or engage in productive dialogue:

1. Weekly Update from Principal
2. Website
3. Staff Intranet
4. Announcements and/or Panther Patch (formerly the Daily Bulletin)*
5. Faculty Handbook
6. Faculty Meetings
7. Department Meetings
8. Mailboxes (check daily)
9. Individual Communication

We continue to use these approaches as a means of providing timely and efficient information to you to better support you in effectively meeting the needs and goals of your classes and students. For these communicative approaches to be effective they require the sender to provide information in a timely way and require the receiver to read (and/or respond) to this information in a timely way.

A. Contact Information

2019-2020 House Assignments

<table>
<thead>
<tr>
<th>House Role</th>
<th>HOUSE BLACK (ext. 7451)</th>
<th>HOUSE ORANGE (ext. 7349)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>John Travers</td>
<td>Steven Bishop</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>Julie Campbell</td>
<td>Kelly Russell</td>
</tr>
<tr>
<td>Nurse</td>
<td>Jamy Gaynor (ext. 7204)</td>
<td>Jordan Mikula (ext. 7253)</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Joanne Hanson (ext. 7386)</td>
<td>Erika Johnson (ext. 7385)</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Carrick Rogers (ext. 7384)</td>
<td>Amy Wayman (ext. 7510)</td>
</tr>
<tr>
<td>Adjustment Counselor/S.W.</td>
<td>Michelle Smith-Packard (ext. 7260)</td>
<td>Gorette Wilson (ext. 7261)</td>
</tr>
<tr>
<td></td>
<td>Jill Berson (ext. 7455)</td>
<td>Jill Berson (ext. 7455)</td>
</tr>
</tbody>
</table>

B. Crisis Response Policy ([School Committee Policy 8.180](#))

A school or community crisis may occur at any time, may take various shapes, and may hit with varying degrees of severity. Specific protocols to deal with a wide range of crisis situations have been developed and are contained in the Marlborough Public Schools Emergency Protocols.

It is the policy of the Marlborough Public Schools to provide a full complement of services for students, through the utilization of both internal and external support resources and services, in order to promote their social and emotional growth and well-being.

In those cases where individual students are at risk or in crisis, all appropriate staff should cooperate in providing those supports needed to address the student's problem and to normalize, insofar as possible, the student's learning situation. In those cases where a crisis of a severe nature occurs that has the potential to impair the learning and teaching environment of the entire school community, staff should
collaborate with the Crisis Response Team under the direction of the building administrator, in addressing those problems and issues raised by the crisis.

Crisis Response Team
The Marlborough Public School Department will utilize a CRISIS RESPONSE TEAM approach when dealing with a crisis situation. The team will be comprised of the following members:

- Superintendent
- Building Principal(s)
- Assistant Principal(s)
- Guidance Counselor(s)
- Nurse
- Adjustment Counselor Team
- Building Office Contact: Administrative/Office Support person as designated by building principal

C. Confidentiality (School Committee Policy 6.500)
The Marlborough School Committee recognizes the obligation of all members of the school system to be conscious of their professional responsibility not to divulge information presented by a student, parent, colleague, or agency when that revelation is not in the best interest of that person or persons. The Committee recognizes that within a human service organization as complex as a school system it is necessary to share information on a “need to know” basis. However, this sharing of information should only serve to assist, rectify, or resolve a situation and should never be downgraded to idle gossip or negative commentary. It is important for all employees to use good judgment and be sensitive to the impact of their words on others in respecting confidentiality at work.

D. Immediate Health & Safety Issues
Given the nature of our role working with children, and our obligations to ensure their safety, it is important to keep open lines of communication with guidance counselors, nurses, school psychologists, and Assistant Principals.

Please don’t hesitate to contact the appropriate school personnel when you have a concern that results from a direct observation. Given the confidential nature of this information, this information should be shared in person or over the phone.

- Information regarding a person’s physical/emotional well-being, such as suicide threats, physical/emotional injury from abuse/neglect, or harassment/threats, should be reported directly and immediately to the student’s counselor.
- Student(s) who are under the influence of alcohol/drugs, or in possession of weapon should be reported directly and immediately to the student’s Assistant Principal.
- Vandalism should be reported to a Supervisor of Students or an Assistant Principal.
- Medical emergencies should be reported to the Nurse’s Office (ext. 7253 or 7204)
E. Interpreter and Translation Services ([MPS website](https://www.mps.edu/))

All Spanish and Portuguese translations are coordinated through the *Registration and Parent Outreach Center* located at the Whitcomb Middle School, Office 102.

**Interpreters**

If a parent requests, or a school staff member feels the need for, an interpreter for a face-to-face meeting, the interpreter should be scheduled in advance, in accordance with the new protocol, even if a meeting needs to be rescheduled. When considering if an interpreter is needed, please use the chart below.

- Only the district translators should be used, except on large family night events and parent conferences. *Avoid having students as interpreters.*
- If you need an interpreter, please download and fill out a MPS Interpreter-Translator Request Form (online) and send it to either translationsspanish@mps-edu.org or translationsportuguese@mps-edu.org
- Try to make the request as far in advance as possible, and the interpreters will contact you by e-mail to confirm your request.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Translator not required</th>
<th>Beneficial to have translator</th>
<th>Important to have a translator</th>
<th>Translator required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigning Homework</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Change in class schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolving conflict with students (peers or staff)</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Notifying student of loss of credit/summer school</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Disciplinary actions</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Meetings with parents</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Translations**

All major documents, such as handbooks and programs of study, must be translated into all major languages of the district and made available to students at the same time as English documents are. (Spanish and Portuguese)

- All “official” documents/communications must be translated into all major languages. This includes informational items from central office, the principal, or those acting on their behalf.
  - Examples: information on college fairs or vocational programs, Title I choice letters, and parent conference information.
  - Administrators should use common sense in determining which documents provide important information about students’ educational programs.
- Four tiers of translations:
  - **Districtwide/Central Office:** Communications in general, documents/materials to be posted on the district website
  - **School-based:** Student handbooks, principals’ communications with parents, newsletters, announcements, events to be publicized, field trips, and invitations
  - **Classroom-based:** Open House documents, parent letters, lessons
  - **Individual Students:** report cards, comments, disciplinary notices
If you need a document translated:

1. Download and fill out a MPS Interpreter-Translator Request Form (online) and send it to either:
   translationsspanish@mps-edu.org or translationsportuguese@mps-edu.org

2. Please ATTACH and TITLE the document to be translated noting the school initials, name of the document, the translated language and the date.
   a. Example: WH (for Whitcomb)-Open House Nov 3-Sp (for Spanish) Sep-2013
   b. For confidentiality reasons, only a hard copy of a student's special education documents must be sent through interoffice mail to the Registration and Parent Outreach Center.

3. Specify your time frame to be sure that the translator can accommodate your needs. The turn-around time for translation of ordinary documents is five school days. We will do our best to accommodate your needs but we CANNOT guarantee the completion of the translation before the turnaround time.
   a. For documents that are unusually challenging and/or long, the Registration and Parent Outreach Center (RPOC) will provide you with an estimated deadline after reviewing the materials.

F. Timely Responses
Our primary source of communication with parents, students, and one another is through email. For this reason, faculty must respond to email within 24 to 48 business hours. Most small incidents can remain small when timely communication is provided. Even if you are swamped and unable to respond in detail to the inquiry, please provide a brief response to acknowledge receipt and assure the person(s) that you will provide a more detailed response by a particular day. Please note, all staff are reminded to use network protected means of communication such as school email, Aspen, school phones, and other 3rd party subscription based services (e.g., Remind, etc.) and not personal accounts to protect professional boundaries.

G. Proactive Communication through Aspen
Our student information system, Aspen, has a number of features for the exchange of information. There are icons to send a group e-mail to students, the parents, or both, in each class located on the main Teacher page upon log in. It also allows you to send emails to teachers of students in a class.

H. Grading/Updating Teacher Gradebooks in Aspen
Each teacher will keep grades and daily attendance of all classes for each student.
   o Attendance is taken in Aspen for each class period. Each quarter’s grades are to be updated periodically in Aspen for parents and students to see.
   o At a minimum, this is to be done every two weeks. The more frequently you update your gradebook, the fewer discrepancies there will be.
   o As a reminder, the average grade seen by parents and students represents the average of all assignments with a visibility of “public,” and does not reflect any other assignments in the gradebook.

I. Struggling Students
One of the beliefs we hold is that all kids can learn. The degree and pace to which they learn the concepts in a given course will vary from student to student. Communicating changes in student behavior and/or student progress is paramount to the success of the student. As much as the gradebook and report cards provide insight into student progress periodically, often student struggles take place throughout the
quarter rather than merely at the mid-point and end of the quarter. When a student is showing signs of struggle behaviorally or academically, please have a conversation with the student and then share this information with the student's guidance counselor and the student's parent as a means of sharing your concerns and requesting support. (See Section VII for information on the Student Support Team)

Multi-Tiered Support System (MTSS)
When students are struggling academically or behaviorally, teachers should reflect on the supports already in place and consider additional Tier 1 supports as described in the District Curriculum Accommodation Plan (DCAP) found on the district website and as an appendix to this document.

Communication Regarding Failure or Possible Failure
In addition to posting grades to the Aspen gradebook periodically, teachers must communicate with the student and the student's parents or guardians who are in danger of failure, or are failing for the term. This communication should be on a frequent basis as a means of supporting the student. The confirmed communication must be written, via telephone, or via e-mail or other electronic device.

J. Notification of Out of School Suspension (OOS) or In-School Suspension (ISS)
When a student is suspended, teachers, guidance counselors and other support staff will be notified by the House administrative assistant via email. The email will have length of suspension and missed classwork instructions for collection. If any teacher or support staff of the suspended student would like more information they should speak directly to the student's Assistant Principal.

K. Weekly READ
Please send information via email to the Principal by noon on the Thursday before the READ is to be emailed.

L. Daily Announcements & Panther Patch (formerly the Daily Bulletin)
If you would like an announcement to be read in the morning and printed on the website please email the information to the Reception Office rsawyer@mps-edu.org. A paper form can be found in the Reception Office for last minute requests. These announcements will then be compiled and forwarded to the Webmaster for posting on the website under the “Panther Patch”.

M. Faculty and Department Meetings
Department and Faculty Meetings are held on Wednesdays after school. The dates and times are published over the summer and posted on the school website calendar, and in the appendix to this handbook. Plans are made for one general staff meeting per month led by the principal. The other monthly meeting is department based and led by the Lead teacher or Department Coordinator. All faculty are required to attend these meetings. Faculty who are unable to attend meetings should speak directly to the person(s) who is/are facilitating the meeting.

N. News Releases
Accurate and positive news releases reflecting the quality work of our school are always welcomed. Members of the faculty that have an interesting and informative activity should notify the Principal/Assistant Principal. They will channel all news releases to the District Communications Liaison. Information regarding educational policies, curriculum, and administrative procedures must be cleared by the Principal. "On the spot" releases are NOT AUTHORIZED.
O. School Website Postings (www.mps-edu.org/MHS)
The content of the MHS website is maintained by the school-based Webmaster. Requests for the following types of content to be posted should be emailed to the Webmaster (chenry@mps-edu.org) along with the following information:

Photo Gallery
These are the scrolling pictures on the homepage. Not all pictures can be featured, so please submit pictures *highlighting* a moment at MHS.
- high resolution photo
- title or caption
- names of the students featured

Calendar
The MHS calendar is built into each site (district & school). Items are pulled automatically from the calendar to populate the "Upcoming Events" section on homepages. District calendar items appear on all calendars. This is for events, not club meetings, games, etc. The more information added to each event the more the people interested in attending will know.
- Event Title
- Short Description
- Date of Event
- Start Time and End Time
- Location (even a room number)
- Contact person for event questions

News
The news stream highlights published information after an event, success, feature, etc has occurred. These can be set up in advance, but don’t have to display until the event has occurred.
- Headline Title
- One sentence hook (featured under title to get reader to open the article)
- Image (optional)
- Date item should begin being displayed
- Brief summary or write up of the event (You write it and I'll post it!) *This can include hyperlinks to external sources or publications*

Announcements
These are announcements made in advance of a public event where higher attendance is expected (almost like the flyers on the lockers) or resources used at an event (like the scheduling presentation).
- Announcement Title
- Announcement Brief (info from flyer)
- PDF of the flyer or link where more information can be accessed
- Picture (optional)
- Date to start displaying announcement
- Date to stop displaying announcement (This is usually the date of the event or close date of registration for an event)
P. MPS Social Media Policy 7.980

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing our students to be successful in a 21st century college and/or work environment. The Marlborough Public Schools is committed to ensuring that all stakeholders who utilize social media technology for professional purposes, including staff and students, do so in a safe and responsible manner. However, due to the nature of social networking or social media sites, there exists a risk of misuse. Staff members should always be mindful of how they present themselves to the world, online and otherwise. A staff member’s conduct in the social media area is viewed as an extension of classroom behavior. Therefore, any online behavior by school employees must meet the same standards as those used for face-to-face communications at the Marlborough Public Schools.

This policy is adopted as a supplement to, and not as a substitute for, the Marlborough Public Schools Internet Acceptable Use Policy, which governs use of the School District’s technological resources.

Please refer to the MPS Policy 7.980 for detailed guidelines.
V. School Day – Day to Day Need to Know

A. Planned Staff Absences (MPS Policy 6.180, Staff Absence)

The Marlborough School Committee recognizes that staff attendance in the classroom everyday is vital to the success and strength of the school system. The Committee also recognizes that sick leave language and personal leave language in its employees’ contract are benefits and not rights and expects each of its employees to use these benefits only for the purposes for which they are given. As such, staff are expected to show regular attendance – arrive on time, work the full scheduled work day, and minimize absences. As a school employee, we all have a vital role in supporting students, and when we are absent, student learning and the efficient running of a school building are compromised. However, there are times when serious illness and/or injury may result in the need for multiple absences over a period of time. Please contact Human Resources for further information regarding potential leaves and/or support. As a reminder, absences beyond five (5) consecutive dates require contact with the Human Resources Office.

All absences, including conferences sponsored by Marlborough Public Schools need to be self-reported online in the Frontline Absence Management (formerly Aesop) by the individual staff member. This automated service allows teachers to enter a request at any time prior to 5:30 am the day of the absence. The Reception Office (Robin Sawyer) can assist with login and PIN information. If you are unable to access Frontline the day of your absence you must contact the Reception Office at school before 6:30 am.

Conference Request/Approval
Prior to attending, a conference must be approved by the principal using the “Leave Request Form”. The form is available on the MPS Intranet. Once approved, the absence can then be entered into Frontline.

Substitute Folders/Plans
Teachers are required to keep a substitute folder in the Reception Office that contains updated homeroom and class rosters, a copy of your schedule, and substitute plans. This folder should also contain copies of some (at least 2) emergency lesson plans that would be used in the event of an unexpected emergency absence.

B. Leaving the school and classroom during the school hours

With the exception of lunch, staff must notify either the Principal or an Assistant Principal prior to leaving the building. It is then necessary to sign out when leaving and sign in when returning using the log book in the Reception Office.

Teachers are not to leave their assigned classroom without first notifying their Lead teacher and the Reception Office. However, in case of emergency, a colleague in an adjoining room should be notified so that proper classroom supervision may be maintained.

C. No School Procedure - Delayed School Openings

School cancellation and/or school delay notifications will be made by the MPS Communications Liaison. Staff will be contacted by Blackboard Mass Communications via a phone message as well as an email to all district employees. Be sure that all contact information is accurate and current in Aspen.
D. Emergency Procedures
Each classroom telephone should have a yellow sign posted above it with important emergency numbers. If your phone needs a sign, please contact the Principal’s Office (Gayle Brandt). At any time, dialing “0” from a building phone will contact the Reception Office for an emergency.

Fire exit signs must be posted in all classrooms near the exit. If you do not have a sign contact the Reception Office (Robin Sawyer).

Each classroom teacher must maintain a yellow emergency folder that is quickly accessible by the exit. Replacement folders or documents can be requested from the Principals’ Office. This folder should contain emergency procedure documents provided by the Principal and updated class rosters. Teachers must review these emergency procedures at the beginning of the school year and then periodically throughout the year.

As a part of regular daily practice, all classroom room doors should be locked (whether open or closed) to facilitate the emergency procedures described below.

Fire Alarms
When the fire alarm is activated, all persons in the building should exit quickly and safely through fire exits. Classroom teachers must bring their yellow emergency folders and meet back with their class outside at a safe distance to take class attendance. If a student cannot be located, a Principal or Assistant Principal should be notified immediately.

Shelter in Place
When an announcement of “Shelter in Place” is made over the intercom, students and teachers must stay in the classroom disregarding passing bells until an announcement is made to end the shelter in place

ALICE (Alert – Lockdown – Inform – Counter – Evacuate)
ALICE training in response to an active shooter scenario is presented at the beginning of each school year. Teachers will sign off after reviewing the ALICE procedures. Reminder, the public address system can be accessed by dialing – 438 (wait for the beep-beep) Star (*) Zero (0) One (1)

E. Reservation/Use of Building Facilities Outside the Assigned Classroom or School Day
Prior to using a space outside your assigned classroom, you should ensure the facility space is available. These reservations are documents in Outlook in the public Building Use Calendar. Once the availability has been verified and the time of the event/request, the following steps should be taken:

- If the event is DURING school, email the Reception Office (rsawyer@mps-edu.org) with the time, date, purpose and the facility you which to reserve.
- If the event is AFTER school, you must fill out a Building Use Form. Email the completed form to the Reception Office (rsawyer@mps-edu.org)
  - This form is avaliable online on the website under the Staff tab, under MHS Staff Document Library.

Permanent Room Change
If you need a permanent room location change for your class you must confirm the change with your supervisor so that the change can be documented in Aspen for future communication purposes during the school day.
Instruction in Alternate Classroom Areas
Frequently, teachers meet their classes in other than regularly scheduled rooms.

- It is the responsibility of the teacher to notify the Reception Office of any change and to post the change on the classroom door.
- Teachers who bring students outside should use the front entrance, notify the Reception Office, and bring a two-way radio for communication with the building. These are available at the Reception Office.
- Yellow classroom emergency folders (with class rosters) should be taken with the teacher and class.

F. Course Expectations/Syllabus
During the first week of the school year, course expectations/syllabus should be provided to each student either in hard copy or soft copy (i.e., electronically posted to a teacher's website). At minimum it should contain the name of the course, teacher name and contact information, course expectations, teacher expectations, grading expectations, reference to the school honor code, and extra help availability. When teachers instruct courses with the same/similar content, there must be similarity in course/teacher expectations. Please continue to collaborate with your colleagues to make these expectations for the course as similar as possible.

G. Duty Procedures
Teachers will be required to perform non-academic duties during the school year. These duties are vital to maintain a smooth functioning school. Therefore a teacher is on duty from 7:15 a.m. until 2:10 p.m. whether it is in the classroom, cafeteria, teacher's room or corridor. It is each teacher's responsibility to be alert and aware of what is going on around him or her at all times and to take the best action to support students and school safety whenever necessary. This cooperation is both needed and appreciated.

Hall Duty
Teachers assigned to hall duty are expected to be in the corridors and circulate throughout the building or their assigned area for the entire period.

- Directs movement of students to and from GYM, lunchroom and classrooms in a safe and organized manner.
- Escorts students as necessary to their classroom or the administration office when students arrive late, or are wandering in the halls after the late bell has rung.
- Assists teachers in removing students that are disrupting the class and escort such students to the administration office for corrective action.
- Verifies the authenticity of hall pass in possession of students in the hall after the second bell has rung. If in doubt of authenticity of pass, escorts student to the administration House office where administrators will take appropriate action.
- Reports disciplinary and other concerns to the Assistant Principal.
- Maintains a safe environment for students at all times.
- Responds to emergency situations (injured students, fights, etc.) for the purpose of resolving immediate safety concerns until assistance arrives.

Study Hall
A Study Hall is a period set up to provide students with time to do academic work. All attendance, tardiness, and discipline procedures must be adhered to. Students who wish to leave the study hall to go to the library, guidance, College/Career Center, etc., must follow the procedure of presenting a pass at the beginning of the period. No long-term absences from the study halls
should be honored unless cleared with an Assistant Principal. All other requests for passes should be held to an absolute minimum.

- Provide monitoring and academic assistance in a study hall setting.
- Prepare and maintain various records and reports regarding study hall, including attendance, discipline, and academic performance.
- Provide instructional assistance with assigned work as needed; prepare reports on academic performance for supervisors or other administrators.
- Confer and provide feedback to teachers or counselors regarding student assignments, progress, or other relevant issues.
- Promotes cooperation and team effort through shared successes, achievement of best group outcomes, and supports positive group contributions.
- Be responsible for maintaining proper classroom discipline and for the general conduct of all students assigned to the study hall for that period.
- Maintains approved professional rapport and decorum with students, parents, staff, and administration during and after school hours.
- During emergency situations, actual or simulated, such as fire or tornado, be responsible for the safety, location, and conduct of all students, specifically those in the classroom.
- Be present in assigned area during appropriate times unless instructed differently by the building administration.

**Cafeteria Lunch Duty**
Teachers assigned to cafeteria duty are expected to help maintain an orderly environment including monitoring the cafeteria doors to discourage students from leaving early.

- Manages students during meal service (behavior problems will be referred to the teacher or assistant principal according to school guidelines and procedures).
- Communicates with students and school staff in a positive, respectful and professional manner.
- Circulate throughout the cafeteria or in areas where meals are served and/or eaten assisting students who need assistance.
- Assists with the cleanliness of the cafeteria.
- Dismisses classes in an orderly manner at the scheduled time.
- Encourage good table manners.

**Class Coverage**
The administration will make every effort to provide a substitute to cover a teacher’s absence from class. When it is not possible to secure a substitute, teachers may be asked to cover during a duty period.

- Maintain the established routines and procedures of the school and classroom to which assigned.
- Follow the lesson plans provided by the absent teacher.
- Interact in a professional manner with students and parents.
- Encourage, monitor, and promote student progress.
- Maintain student confidentiality.
- Assume the responsibility for overseeing student behavior in the classroom.
• Provide a brief report in writing on the day’s activities at the conclusion of the day for the teacher.
• Follow all policies, rules, and procedures to which teachers are subject and which good teaching practice dictates.
• Adhere to the established policies and regulations of MHS.

LMC Duty
Teachers assigned to LMC duty are expected to circulate the LMC to support the Librarian to ensure the LMC remain orderly and quite for students to work on classwork.

• Check students in at assigned desk.
• Ensure students are assigned to the LMC for assigned study or have a pass.
• Submit attendance sheet to the house office or reception office
• Monitor the interior of the Library by walking around and observing the activities of students.
• Answers routine directional and informational questions of students, referring them to the appropriate personnel for assistance.
• Communicate library rules to students (especially no food or drink other than water), as required; immediately report any misuse of library property, facilities; or inappropriate activities to the Librarian.

H. Presence in the Halls
Research supports that school culture relies most heavily on the relationship teachers have with students. Of all the relationships that exist in our school, these are perhaps the most important. Please greet your students at the door every day. To encourage respectful, mature, and responsible behavior; and to discourage inappropriate behaviors from occurring, our presence in the halls goes a long way. Teachers should be in hallways as often as possible between classes. In order to ensure a safe and proper learning environment in the building, we should address inappropriate student behavior and encourage students to move promptly to their next class.

I. Passes
Hall Passes
A student who leaves a class for any reason must be issued a blue hall pass signed by the teacher indicating the student’s name, date, destination, and the time.

• Blue printed passes are available from the Copy Center on the 3rd floor. These passes will serve as the official MHS hall pass and should be used any time a student leaves the classroom.
• When small groups are leaving your classroom each student should have their own pass.
• Teachers are asked to exercise good judgment in issuing passes so that abuse of pass privileges does not occur. If you feel that a student is abusing the restroom privilege, please discuss this with the student and contact an Assistant Principal if the problem persists.
• Students should not be allowed to leave the classroom during the first 10 minutes or last 10 minutes of a class, or during the last 15 minutes of the last period of the day.

Log In and Log Out sheets
All teachers must keep a log sheet for students to sign when they leave the class. Students need to sign in and out of rooms even with a pass. This sheet can be referenced by the office at any time for security concerns.
Panther Passes
Teachers may disseminate passes to students who are in need of intervention or enrichment through the use of a weekly Panther pass. The pass should be distributed prior to the Panther period, and a log should be kept by the teacher of the students who have received passes. A google sheet will also be provided for teachers to log students in attendance at Panther. The Panther pass should be collected at the time of the Panther period and stored until the next Panther occurrence.

J. Assemblies
Teachers should be present at grade-level assemblies unless they have a multiple grade class or have been granted permission to be excused prior to the assembly by administration. Teachers should sit amongst their class during an assembly and take an active role in supervision by supporting a respectful environment.

K. Use of the Technology Labs
The computer labs are located throughout the school. Reservations for a computer lab both in the library and business wing can be made online - bit.ly/labs4mhs. If you need help with the reservation system, please contact the instructional technology specialist, Chris Henry (chenry@mps-edu.org).

Available Computer Labs
- Library Media Center
  - 2 Labs are available; Lab 1 has a projector with an HDMI connection and screen.
- Room 300
  - 24 computers and projection LCD. This room is available outside of computer science classes listed on the reservation site.

There may be other labs specific to departments. Please see your lead teacher for availability.

The computer labs should be treated with the same respect as a classroom. In most cases, teachers are coming from a distance to meet students at the lab. While this often creates a sense of urgency, it is important that certain procedures are followed so we can continue to have all of the computers working and available to all students/teachers. Please, plan the lesson with appropriate time given attention to the following procedures:

When Leaving a Shared Computer Lab:
1. Have the students close all programs and log out of their google accounts.
2. Spot check computers and printers for any papers and trash left by your students.
3. Spot check each student/computer area to assess possible damage (keyboard keys, mouse, etc.) and report all problems to the help desk as soon as possible.
4. Close and lock the classroom door.

L. Computer and Networking Problems
The MPS Help Desk is staffed from 7:00am – 5:00pm, Monday - Friday.
- To call from school - dial 8 and then the extension 3762
- To call from outside of school - 508-460-3762

The preferred communication for technical support and repairs is to use the Help Desk ticketing system. The ticketing system can be accessed when in school by clicking the blue question mark icon located on the bottom right of your computer screen. Your Outlook login and password are needed to access this ticket system. If you cannot access the ticket system while in school or away from school you should call, rather than email, IT technicians.
The following list includes typical (but not all) Help Desk requests:

- Malfunctioning LCD projector or Eno board*
- Hardware and/or Software issues or installations for school issued computers, laptops, tablets, document cameras, etc.
- Network wiring and connectivity
- Blocked websites*
- Outlook email
- Printer networks

*It is inevitable that technology breakdowns will occur during a lesson presentation. Please be aware that immediate assistance may not be available. Teachers should plan accordingly.

M. Photocopying and Printing
Copy/print machines for teacher and staff use are available in the Reception Office, Principal’s Office, many Department faculty rooms, the Library Media Center (LMC) as well as the Copy Center. These copiers can be used without an access code for general copy/scan purposes. A print feature is also accessible using your Identification Badge that will allow you to release print jobs that you have sent to the network print queue called “City – Xerox (print release)”.

**Copy Center**
The Copy Center is located on the third floor in the Language Wing, room 347. There are two black/white copiers and one color copier. **The color copier is for Administrative Use only.** The Guidance Office Support (Lisa Delano ldelano@mps-edu.org) is the Copy Center liaison. Copy requests (including those for color copies) can be submitted to her anytime to be completed during the designated times posted. Please plan accordingly. Lisa should be notified of any malfunctions, problems, or concerns with the photocopiers in the Copy Center. Please note - students are not allowed in the Copy Center.

All printers and copiers in the school are networked. To add a printer or copier contact the Help Desk for assistance (see item V.L above).

N. Nurses
The Nurse’s Office is located on the second floor outside of the English Wing. A Nurse is on duty daily from 7:15 a.m. to 2:10 p.m. The Nurse’s Office is at phone extension 7204 and 7253. They can also be contacted by email (Jamy Gaynor jgaynor@mps-edu.org or Jordan Mikula jmikula@mps-edu.org).

- In case of serious injury, the Nurse must be contacted immediately while the teacher stays with the student.
  - The nurses will come to the classroom.
  - The teacher should consider having other students wait in the hallway or an adjacent classroom in order to respect/preserve the injured student’s privacy.

- In case of a minor accident/injury or sudden illness, students are to be escorted to the Nurse’s Office by another student or staff member.
  - The teacher should contact the nurse(s) in order follow-up on their arrival.

- Students who wish to see the nurse for routine reasons may do so by receiving written permission and a hall pass from the teacher. Teachers should contact the nurse’s office to alert them when a student is en route.
Medications must be stored in the Nurse’s Office. Parents of students taking prescription drugs should send a note to the nurse outlining the dosage and medication schedule. The refrigerator in the Nurse’s Office is designed for medicinal storage only. The nurses are the only people authorized to use this refrigerator.

Any faculty or staff member who is injured during the school day must complete the appropriate Accident Report Forms within 24 hours of the accident. These forms are available in the nurse’s office.

O. Lunch
Facilities have been provided for teachers to eat, drink and socialize in the Faculty Dining Room located on the left side of the cafeteria. Lunch can be pre-ordered by calling the cafeteria prior to 10:30 a.m. Teachers are not allowed to “charge” their purchases.

P. Parking
Teachers who drive to school should register their cars with the Reception Office, obtain a parking tag, and display the parking tag on their rearview mirror. The faculty lot is located on the side of the school.

Q. Classroom Supplies
Classroom supplies are to be obtained from the supervisors only. They will obtain the necessary supplies such as paper, office supplies, letterhead, envelopes, expo markers, etc. The ordering of specific curriculum related materials such as equipment, books, or perishables will be handled by the department supervisor each spring. Details on these budgets requests will be provided by the supervisors on a department-specific basis.

R. Student Textbooks
All textbooks should have its own book card and be properly numbered by the supervisor or designee.

Issuing Books
When assigning books, teachers should ensure that each student writes their name in the front cover of the book and completes the corresponding book card. Teachers must retain a complete book list and the book cards for their classes. If pupils are transferred from one class to another, they must return their books to the original teacher and obtain new books from the new teacher. Teachers should check books quarterly in order to monitor their condition.

Returning Books
Upon return, the date and condition of the book should be recorded on the card and in the front cover of the textbook. The card is placed back into the book. Books should be returned to the department book closet at the end of the year for inventory.

Lost Books
If a student loses a book during the year, another book should be issued and the teacher must complete an Obligation Form and submit it to the student’s house office. In such a case, the pupil must account for both books by the close of the school year.

S. Keys/ID Badges
Requests for classroom, restroom, or faculty room keys should be made to the Head Custodian (Tom Riley). Please report any lost keys to Jim O’Coin or an Assistant Principal. Building and room security is a paramount problem and staff cooperation is essential; please DO NOT LEND keys to students.
Each teacher will be issued an identification card (for new faculty, at the beginning of the school year). This I.D. badge is also coded and serves as a “tap” card to provide access to the building when the exterior doors are locked. This I.D. badge should be worn during the day via a lanyard or clip. Should you lose your I.D., contact the Reception Office. There is a nominal fee charged to replace the I.D. badge. Lanyards and protective cases for the I.D are available in the Reception Office. There is no charge for these replacements. I.D. Badges will also be used to use the copiers and to claim print jobs from copiers/printers throughout the building.

T. Repairs to Rooms/Room Upkeep
Teachers are responsible for the good order of classrooms to which they are assigned. Please take a personal interest in the upkeep of the room, seeing that furniture, walls, desks, etc. are not marred or defaced. Classroom doors must be closed and locked when the room is not in use. Lights and ceiling fans should be turned off when not in use.

- Mechanical, heat and other repair concerns should be directed to the Head Custodian via email (jocoin@mps-edu.org). The concern will then be assessed and if necessary a work order will be placed.
- Any staff member who feels that an illness they have may be related to the air quality in the school should report this information to the school nurse. The nurse will keep a yearly log of this information in order to help monitor the air quality at the school. If an air quality problem exists in your room, complete the appropriate form, which is available in the House A office. The HVAC technician will return one copy of the form to you when his corrective action is completed.

U. School Visitors
All visitors must first report to the Reception Office to receive permission to be in the building. Teachers who are sponsoring visitors, guest lecturers, auditors or resource people should notify the Reception Office informing them of the name of the guest(s), their arrival time, and the nature of their visit. School visitors must sign in and wear an orange visitor sticker. Visitors should not be allowed to wander around the building without a staff member accompanying them.

Staff is not permitted to bring their children (who do not attend Marlborough High School) to school during the regular school day without permission of the Principal.

V. Food in the Classroom (see the MHS Student Handbook)
In general, food and other beverages should be consumed by students in the cafeteria, not in classrooms. However, students may eat a snack in a classroom with the teacher’s permission. Food will not be brought into the classroom to commemorate a holiday or a birthday. Teachers who use foods in their classrooms as part of the curricula will be able to do so with permission from the building Principal and a signed “food in the classroom” consent form from parents. The form is available online in English, Spanish, and Portuguese.

W. Professional Development (PD) Days
The agenda(s) for scheduled PD days (when students are not in attendance) will be set by the Assistant Superintendent for Teaching & Learning. Choices will be provided, or groups will be assigned to particular sessions depending on the needs of the school and/or district. For those sessions in which teachers may select their PD sessions, they must use the Teachpoint online tool to register. Educators interested in facilitating a PD session will submit those proposals through Teachpoint as well.
VI. Conduct Code & Disciplinary Procedures

The process of improving school culture is one that requires the efforts of all stakeholders. It is imperative that we all work diligently to ensure that our students are learning in an optimum educational environment. Positive behavioral change by students emanates from the classroom, where the teacher is the chief instrument in that change. Teachers are encouraged to handle all minor problems occurring in the classroom (including tardiness, attendance, discipline, class-cutting and corridor incidents).

A. Conduct Code (from the MHS Student Handbook)

Classroom Expectations
1. Arrive to class on time.
2. Participate in class.
3. Complete assigned tasks.
4. Bring the appropriate materials to class.
5. Remain attentive for the entire period.
6. Pass in assigned work on time.
7. Make up missed work in a reasonable timeframe.
8. Follow any rules and/or guidelines specific to a particular class/laboratory.

School-Wide Expectations
1. Arrive at school on time.
2. Comply with all homeroom and classroom expectations.
3. Carry an official school pass when in the hallways, and refrain from wandering the halls.
4. Refrain from engaging in overt public displays of affection.
5. Dress appropriately.
6. Refrain from the use of profanity.
7. Treat others respectfully.
8. Clean up after oneself.
9. Follow all school rules and/or guidelines for the use and maintenance of the facility, cafeteria, and its related grounds.
10. Comply with all school rules and/or adopted guidelines when participating in interscholastic athletics, co-curricular clubs and activities, school-related functions and events, and school-provided transportations.

B. Classroom Management
Positive behavioral changes should result from a classroom experience. The teacher is the chief instrument in that change. It is expected that a proper atmosphere for learning will be maintained in the classroom at all times. Proper planning and adherence to a schedule should minimize classroom problems. Teachers are encouraged to handle all minor problems occurring in the classroom (including tardiness, attendance, discipline, class-cutting) or in corridors using the following procedures:

1. Reminders and warnings
   a. (e.g., redirection, speak individually with student in class or hall)
2. Teacher interventions and/or consequences
   a. (e.g., brief meeting after class, brief meeting after school, teacher detention, etc.)
3. Parent notification if the behavior persists
4. Referrals to the appropriate Assistant Principal for support and/or additional interventions or consequences
If progressive interventions are not successful or an emergency situation arises which necessitates a student being sent to the Assistant Principal’s office, the following procedure will be observed:

1. The teacher should report the incident using the *electronic* discipline referral form found in Aspen.
   a. In the unlikely event that a student will need to be sent out of the classroom for disciplinary reasons, please notify the Assistant Principal’s office immediately.
2. The disposition of the discipline action will be recorded.
3. The teacher will be informed as to the disposition.

**C. Infractions & Consequences**

**Level 1 Infractions & Consequences**
A student who fails to abide by the homeroom, classroom, or school-wide expectations listed above will generally be warned on a first offense. A second offense might result in the assignment of a teacher or office detention. *Recurring offenses will result in an office detention or a Saturday detention.*

**Level 2 Infractions & Consequences**
A student who commits an infraction from the list below will be referred to the office, and the student might be *subject to in-school suspension or a short-term out of school suspension.*

*Depending on the infraction, and at the discretion of the administration, Saturday Detention, restriction from co-curricular activities or in-school suspension will be incorporated into the resulting discipline:

1. Verbal abuse, insolence, or insubordination toward school staff.
2. Truancy (see Attendance).
3. Forging, falsifying, or otherwise altering any school-related document or record; or violating the school’s honor code.
4. Directing vulgar and/or abusive language or gestures at a member of the school community.
5. Gambling, or playing a game of chance for stakes.
6. Intimidating, or threatening another student (see Harassment).
7. Cutting class and/or leaving the school building without permission from an administrator.
8. Refusing to identify oneself upon request.
9. Misbehaving at a co-curricular activity or event, on a field trip, or at an interscholastic athletic contest.
10. Lying to a member of the faculty of staff, or defying the authority of a member of the faculty or staff through willful non-compliance or insubordination.
11. Speeding, reckless driving, or parking in areas other than the student parking lot. (This will also result in the loss of the student’s privilege of driving the car on school grounds.)
12. Enabling unapproved access to the school building to non-school personnel, or to students who do not attend Marlborough High School.
13. Deliberate throwing of any object from the second or third floor balconies.
14. Direct insubordination concerning penalties assigned by the Assistant Principal.
15. Refusing to report to the Assistant Principal when told to do so by a teacher.
16. Any unauthorized use/abuse of an electronic device, computer system, equipment, or the acceptable use policy.
17. Improper use of student ID
18. Repeated and/or extreme violations of Level 1 infractions.
* The school administration reserves the right to impose additional disciplinary consequences including, but not limited to, suspension from school for egregious Level 2 infractions. Any disciplinary actions taken by the school will be governed by the policies set forth in the Marlborough High School Student Handbook/Planner, listed under disciplinary actions and extended suspensions and Expulsions. (Legal Reference MGL Ch. 71, §§ 37H, 37H1/2 and 37H3/4)

Level 3 Infractions & Consequences
A student who commits an infraction from the list below will be subject to suspension. The administrator might also, in his or her discretion, impose the sanctions set forth for Level 1 or Level 2 Infractions. Depending on the nature and severity of the conduct in question, a referral to the police department might also be made. Depending on the infraction, and at the discretion of the administration, Saturday detention or in-school suspension might be incorporated into the resulting discipline.*

1. Fighting (see Fighting).
2. Stealing, or being found to be in possession of stolen personal or school property.
3. Participating in the practice of hazing (see Hazing).
4. Destruction, damaging, or defacing of school property, or any other deliberate act of vandalism. (Restitution of property and any associated clean-up costs will be required and police will be notified, if warranted.) Parents should know that under the Laws of Massachusetts parents are liable in a civil action for any willful act committed by a minor child which results in damage to the property of another person or municipality up to $1,000.
5. Repeated and/or extreme violations of Level 2 infractions.

* The school administration reserves the right to impose additional disciplinary consequences including but not limited to, long-term suspension from school for egregious infractions. Any disciplinary actions taken by the school will be governed by the policies set forth in the Marlborough High School Student Handbook/Planner, listed under disciplinary actions and extended suspensions and Expulsions. (Legal Reference MGL Ch. 71, §§ 37H, 37H1/2 and 37H3/4)

Level 4 Infractions & Consequences
In the case of serious or flagrant disregard of school rules, the Principal or the Principal's designee has the authority to suspend or expel the student from school in accordance with applicable laws and due process requirements. The Principal or a designee may also, in his or her discretion, impose lesser disciplinary consequences. The student might also be subject to an immediate referral to the police department.

1. Disrupting school by creating or perpetrating a false fire alarm or bomb scare.
2. Using, possessing, distributing, or selling controlled or banned substances, or items purported to be controlled or banned substances, including but not limited to: tobacco products, nicotine products, vaping products, products containing THC, drugs, alcohol, dangerous weapons, and pyrotechnics.
3. Arson, or starting a fire.
4. Violating another student’s civil rights—including hate crimes.
5. Assaulting, and/or attempting or threatening bodily harm to a member of the faculty or
staff.
6. Any attack or assault on another student that would appear to a neutral observer to be unprovoked.
7. Repeated and/or extreme violations of Level 3 infractions.

The Principal/Assistant Principal might suspend for any other serious or continued offenses that are deemed necessary to maintain order in the school.

D. Progressive Discipline

All students are expected to meet reasonable expectations for their behavior while enrolled at Marlborough High School. Each individual is responsible for their conduct in school, on school property, at all school-related activities or events (on or off of school property), or on school-provided transportation.

Any failure to comply with the school’s expectations for behavior listed above will subject a student to possible disciplinary consequences, which can include:

1. Teacher Detention
2. Office Detention (Afternoon or Morning)
3. Loss of Privileges
4. Saturday Detention
5. In-School Suspension
6. Short-Term Suspension
7. Long-Term Suspension
8. Expulsion (only as applicable under M.G.L. c. 71, §§ 37H and 37 H ½)

In all cases, a student will be given an opportunity to receive notice of, and respond to, allegations or charges (except in cases of extreme emergency) prior to the imposition of discipline (see Due Process). Students should be cognizant of the fact that the Principal retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that, in the Principal’s judgment, should be considered, and to utilize penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question). Furthermore, though progressive discipline is generally used, the Principal reserves the right to apply all provisions of this handbook consistent with what they determine to be in the best interest of the learning environment and educational processes at Marlborough High School.

Disciplinary Consequences

1. Teacher Detention
   While teacher detentions are typically associated with work or conduct in the classroom that is unsatisfactory, it should be clear to all students that any member of the faculty or staff has the authority to correct misconduct at any-time, anywhere in the building or on school grounds; therefore, it is not uncommon for a member of the faculty or staff to require a student who is not in any of their classes to report to them for detention.

   Teacher detention will to be served for a period of time after school that is designated by the teacher. Students are expected to serve the detention and any failure to report will result in a minimum assignment of two (2) office detentions. It should also be noted that teacher detention takes precedence over all other in-school and out-of-school commitments, work, and participation in co-curricular clubs and activities, or interscholastic athletics.
2. **Office Detention**

Upon the receipt of a written discipline referral from a member of the faculty or staff, the appropriate administrator will meet with the student to discuss the circumstances of the alleged behavior. If the administrator concludes that the alleged behavior violated school rules, or that the behavior was contrary to the reasonable expectations for conduct that Marlborough High School has of its students, the administrator may assign office detention(s) to the student in question.

Once office detention has been assigned by an administrator, the expectation of the student is that they will attend the assigned office detention(s) on the agreed upon date(s). Office detention is held every day after school (except on Fridays) from 2:00 p.m. until 3:00 p.m., and also is held in the mornings before school from 6:30 – 7:15 at the discretion of the Assistant Principal. Students are expected to come prepared with school-work to complete in silence. **Any failure to report to, or any disruption of the assigned office detention(s) will result in a Saturday Detention. It should also be noted that office detention takes precedence over all other in-school and out-of-school commitments, including work, and participation in co-curricular clubs and activities, or interscholastic athletics.**

3. **Loss of Privileges**

Parking on school grounds, utilizing school-provided transportation, and participation in, or attendance at, co-curricular activities or interscholastic athletic events, dances, or other school events (including proms, all nighter, graduation activities) are privileges (not qualified rights) granted to each student. Therefore, a student whose attendance, academic standing, or conduct violates the expectations for behavior that are outlined in this handbook risks losing the aforementioned privileges, as well as any privileges granted that are not listed (i.e. senior week events, potential loss of graduation activities). It should also be noted that any costs associated with the acquisition of privileges that may have been granted, and that are subsequently revoked, are not refundable.

Students who are found to be under the influence at any school event may lose the privilege to attend other school events including, but not limited to, dances, prom, all-nighter, and graduation activities.
VII. Attendance and Tardiness

A student who is enrolled in a class is expected to be present each time class is in session. All students must be present for 90% of the class meetings in a semester in order to avoid loss of credit in a course due to absenteeism.

- 90% of 180 days equals 162 days students are required to be present.
  - Therefore, more than 8 unexcused absences per semester will result in a loss of credit.
  - Spring semester for seniors is shortened due to graduation activities. Therefore more than 7 unexcused absences during spring semester will result in a loss of credit.

All teachers are responsible for reading, understanding, and upholding the attendance policy as articulated in the MHS Student Handbook. The information below represents highlights of the policy most relevant to the daily activities of teachers.

A. Student Attendance (School Committee Policy 8.100)

There are three different types of absences.

**Excused:** Absences that DO NOT count against the 8 allowed per semester.

Include:
- Student illness or medical appointment (documented by parent, guardian and/or doctor note)
- Bereavement / Family funeral
- Family Emergencies
- Observance of religious holy days
- Registry of Motor Vehicles’ appointment

**Exempt:** Excused absences that do not count toward the final exam exemption policy.

Include:
- School-sponsored field trips
- Class meetings approved by the administration
- Court subpoenas
- School imposed suspensions (out-of-school, in-school, short-term or long-term)
- College visitation and job interviews which have received prior approval from the administration and are supported by verification by the college on college letterhead

**Unexcused:** Absences that DO count against the 8 allowed per semester.

Include, but not limited to:
- Undocumented or Unverified Absence (lack of communication or absence with no reason)
- Repetitive or chronic absence due to illness not documented by a doctor or medical professional
- Cutting class
- Truancy
- Frivolous excuses for being out of school
- Family vacations or other non-emergency family situations
B. Taking Attendance
It is expected that teachers will consistently support the attendance policy by:

• Taking accurate attendance during each class.
• Submitting daily and period attendance through Aspen in a timely manner.
• Reinforcing the importance of good attendance through direct conversation(s) with students and parents.
• Addressing poor attendance in partnership with the Assistant Principals.

What is most important is that accurate classroom attendance be taken for every class every day. Best practice in this area is to make classroom attendance part of normal classroom routine. This might include taking it while the kids are engaged in an activity, while you are checking homework, while you are transitioning students through different parts of your agenda, while they are engaged in group work, or through the use of an exit ticket that students submit to you. For clarity, the following expectations must be met:

• **Daily attendance** must be taken and posted to Aspen during first period each day. This attendance alerts the student’s parents that their child is not in school. Please post between 7:20 and 7:25 a.m. Any student arriving to school after the 7:20 a.m. bell must go to their House Office to check-in and receive a yellow late pass.

• **Class attendance** for all other periods must be entered and posted to Aspen for each class by the end of the school day (2:10 p.m.). This attendance will count toward enforcement of attendance policies. Again, best practice is to take attendance during class.
  
  o The classroom procedure for attendance should be apparent to the students as part of normal classroom routine.
  
  o *Any student not present in class must be marked absent.*
  
  o Students arriving late to class will be acknowledged in some manner by the classroom teacher and documented in Aspen as tardy unless they have a signed blue hall pass.

C. Tardiness
Late arrival to class is counted toward our attendance policy, however if more than half the class is missed it is a full absence. The time of arrival should be documented by the teacher in Aspen if the tardy is unexcused. If a tardy is excused, the teacher can either mark the student present for the period or record the tardy and time as well as checking the excused tardy option in Aspen.

D. Dismissal
No student is to be dismissed from school without a written excuse from a parent/guardian/independent student. The student will present a dismissal note to his/her Assistant Principal or House Office as soon as he/she arrives to school on the day of a dismissal. Telephone dismissal by parents/guardians will only be considered for extreme emergencies. With telephone dismissals, parents/guardians are required to report to House Offices to sign out the student.

E. Communication Relative to Attendance
Please reinforce the notion that there is a link between student attendance and learning. Learning experiences are difficult to recreate when students are not present, and other students in the classroom environment cannot benefit from contributions from a student who is not present. As such, teachers are expected to monitor and frequently communicate with students, parents, guidance counselors, and Assistant Principals relative to attendance concerns. If there is an attendance issue, the general process is:
1. Speak directly, and privately, with the student:
   a. As they enter or leave class.
   b. In a quiet moment during a classroom activity.
   c. Out in the hallway, while still being able to view the rest of the class.
2. If the pattern doesn’t change, email or call home to alert parents that there is an attendance issue. Recruit their help or support. (Set up a meeting if necessary)

If the pattern continues, contact the guidance counselor and Assistant Principal to share your concern and strategize other interventions.

F. Consequences For Unexcused Absences
Students absent from school or class without a reason that is considered “excused” will have the following consequences applied:

- Students who are absent from class or school for a reason NOT excused by the Assistant Principal will be expected to make up work for the class or day missed.
- If absent from class but marked present in Aspen, the teacher must complete a Conduct Referral in Aspen.

Students who have been determined to have CUT a class will also be subject to the following consequences:

- **1st or 2nd cut (in the same subject)**
  - The Teacher can assign an after school detention for the student
  - Assistant Principal can assign a detention or a Saturday detention.
- **3rd cut in the same subject**
  - The Assistant Principal can assign multiple detentions, Saturday detention, in-school suspension or an out-of-school suspension.
  - Possible loss of credit could result.
  - Parents will be notified by the Assistant Principal.

G. Vacations
Vacations while school is in session are not considered excused absences. If a family vacation requires students to miss school, it is the responsibility of the parent to ensure that the student makes up the work on his or her return to school. Teachers are not responsible for preparing long term work or an assignment prior to the student’s leaving on vacation trips. It is the responsibility of the students to make up any missed work or assignments **within two weeks (or otherwise reasonable time period)** following the return from vacation. Teachers will provide the list of the makeup work and will be available for extra help under the normal guidelines of the classroom and school. Students must be aware that absences due to vacation affect their status under the attendance policy.

H. Make-Up Work Procedures
Students are responsible for all work missed when out of class:

- Work missed due to **excused absences** must be made up within three (3) consecutive school days (or some other reasonable time period).
- Work missed due to **unexcused absences** must be made up within one (1) school day (or some other reasonable time period).
- Teachers must provide work for students on an in-school or out-of-school suspension.
- Upon request, teachers will have 24 hours to get work together and deliver it to the Reception
Office for students who have out-of-school suspensions or who have prolonged absences.

Any extensions will be negotiated between the teacher and student. Students may expect teachers to request after school sessions if work is not made up promptly. Students are strongly recommended to check the teacher's website for assignments if they are out for any period of time.
VIII. Grading and Homework

A. Grading (refer the MHS Student Handbook p30-37 for further details on grading guidelines)

The purpose of this policy is to provide guidelines to the professional staff for grading procedure and to insure that the evaluation of student performance is recorded accurately and with consistency. It is not the intent of this policy to influence or direct a professional teacher on "how" or "what" to grade.

Each academic discipline indicates student progress differently. In certain disciplines a greater emphasis is placed on creativity than on the performance on an objective or subjective test. The students must be made fully aware at the outset of the course, and reminded periodically, of the expectations and the procedure which will be used to arrive at a grade, i.e., attendance, class work, homework, projects, accuracy, tests, quizzes, exams, timelines, deadlines and penalties, etc., and the weight that each category will have in the final grade for the term. The way in which a grade is arrived should be transparent to students and parents.

One of the most powerful instructional practices that we can use to continue to raise student achievement is to provide our students with continuous, constructive, timely feedback. When a student submits an assignment he/she is looking for your feedback so that they can learn from their mistakes and work to improve. Please continue to make every effort to return all graded assignments as quickly as possible; at the very least, students should get assignments back with enough time for them to make corrections on the next similar assignment (e.g., returning a recent report/paper/DBQ with enough time for the student to understand the mistakes so that they don’t make the same mistakes in the next report/paper/DBQ, etc.).

B. Marking System

The marking system for Marlborough High School is as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Equivalent</th>
<th>AP</th>
<th>Honors</th>
<th>CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>5.3</td>
<td>4.8</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.7</td>
<td>4.2</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>4.3</td>
<td>3.8</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.7</td>
<td>3.2</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.3</td>
<td>2.8</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.7</td>
<td>2.2</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>2.3</td>
<td>1.8</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>1.7</td>
<td>1.2</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>50-59</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

NC (Final grade below 50 for Final Grade Only)

*Any score less than 50 for the final grade will not be eligible for summer school.

C. Grade Reporting

Deadlines for grade reporting are posted to the school calendar and will be incorporated into the weekly blast as reminders. In general, the deadlines for posting your grades are a few days after the end-of-term. We set the date, but Aspen controls the time; therefore the time deadline will continue to be 23:59:59. Before you post your grades and turn your pins red, please take the added time to verify that the
information you are posting conveys the appropriate information. It is also recommended that every staff member maintain a grade verification report for every class.

**Report Cards**

Report cards will be issued to students four times a year. Marks are reported as letter grades corresponding to the Marking System above to indicate the scholastic achievement of the student for each marking period.

- For students with failing grades:
  - Grades of an F (50-59) should use Comment 938 (Qualifies for summer school)
  - Grades of NC (below 50) should use Comment 939 (Does not qualify for summer school)

**Attendance**

Attendance reports should be run for each class to determine those students which have a high number of unexcused absences for the semester.

- For students exceeding the number of allowed absences:
  - Use Comment 912 (Possible loss of credit due to absences)

**Incomplete Grades**

Incomplete report card grades must be finalized within two weeks after the completion of the quarter by completing a Change of Grade Form. Exceptions for extenuating circumstances must be approved by the teacher and Assistant Principal. Incomplete work will result in a failing grade for each assignment if no action is taken within two weeks.

**Semester Examinations**

Semester exams are an important part of the school program. They mark the end of a segment of study and test the knowledge and concepts students have acquired and retained. Semester exams are expected to be common assessments used by teachers who are teaching the same course as a means of monitoring student progress in a course, as well as informing curricular decisions in a course. These exam grades impact the student's final average and grade point average according to the table below.

<table>
<thead>
<tr>
<th>Length of Course</th>
<th>Weight of Quarter Grade</th>
<th>Weight of Semester Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Semester</td>
<td>40% each quarter</td>
<td>20%</td>
</tr>
<tr>
<td>Two Semester</td>
<td>20% each quarter</td>
<td>10% each exam</td>
</tr>
</tbody>
</table>

If it is necessary for a student to miss a semester exam, a parent/guardian must notify the appropriate Assistant Principal before the exam. Make up of these exams will only be allowed when exams are missed for legitimate reasons. The Assistant Principal will make that determination and notify the teacher in writing.

**Exam Exemptions Policies:**

- First Semester Exams in two semester courses are mandatory for all students.
- For a student to be exempt from a second semester exam, the student must have earned at least a 90% year to date academic average and have at least a 95% year to date attendance rate (exempt absences do not count, see VII.A above)
- For a student to be exempt from a semester exam for a one semester course, the student must have earned at least a 90% year to date academic average and have at least a 95% year to date attendance rate (exempt absences do not count, see VI.A above)
Use **Comment 941** (Exempt from end of semester exam) on the report card.

**Class Rank**

Marlborough High School uses a weighted class rank that plays an important function in National Honor selections and college applications. The major purpose of using a weighted rank is to identify very able students carrying the more competitive courses. Class rank is an exact mathematical computation with just a few points sometimes separating large numbers of students. Therefore, it is very important that teachers approach grading with a well-defined format for assigning grades -- students expect it and have a right to feel disappointed when teachers demonstrate a casual attitude towards grading.

**Note:** Parents of students who experience a significant drop in grades or have a failing grade must receive a direct communication from the teacher within 72 hours of it being posted in Aspen. This communication should be sent in a timely manner to support effective parent involvement. Updates can be sent through email or parents can be contacted by phone call (see section IV.I)

**D. Homework** (refer the MHS Student Handbook for further details on homework guidelines)

A homework policy for the Marlborough High School is, at best, a guideline to follow as students’ progress through various academic disciplines. The following is an attempt to clarify the philosophy and objectives for assigning work outside of the classroom. Homework is study and learning which takes place external to the classroom, but not necessarily limited to the home. Teachers will construct homework assignments carefully so that the following student goals can be attained:

A. To locate and use resources outside of the classroom (for example, libraries, computers, interviews, and direct observation) and to incorporate knowledge from such sources into the learning process.

B. To understand and follow customary instructions for academic work in order to recall, comprehend, analyze, summarize, and report the main ideas from reading, lectures, and other experiences.

C. To prepare for various types of examinations and to devise strategies for pacing, thinking, writing, and editing according to the type of examination.

D. To set study goals and priorities consistent with course objectives and one’s own progress. To establish surroundings and habits conducive to learning independently or with others, and to follow a schedule that accounts for both short and long term projects.

Since there is no relationship between the length of time necessary for completion of a homework assignment and the quality of learning that takes place as a result of the assignment, hours of required homework per week should be left to the discretion of the teacher. Homework assignments are intended to expand classroom activities, not to replace them. Therefore, it should not be a regular practice to do homework during class time, nor should homework be used as a disciplinary measure. Specific weight or value placed on homework assignments will be determined by the classroom teacher.

When students are ill and have been absent for consecutive days, parents may contact their child’s guidance counselor to request missed work. Guidance counselors will arrange to have work organized for pick-up in the main office. Please allow 24 hours for counselors to complete this request.

Teachers must make available information about homework online. This information should be found in the teacher’s grading policy and expectations at the beginning of the school year. Teacher websites can
be accessed through the Marlborough Public Schools website www.mps-edu.org. Aspen pages for students and parents should contain a link to any other page students/parents need to access.

**E. Honor Code – Plagiarism + Cheating** (MHS Student Handbook)

Integrity is an important skill for high school students to learn and for teachers to teach. With the high stakes environment that exists for students, it is possible that students will resort to plagiarism or cheating as a means of meeting the work production expectations. This is not acceptable. It is our obligation to ensure that students submit their own work as this is the only true measure of their learning and progress. In the event you suspect that a student has plagiarized information or cheated on an assignment or examination, please follow these steps:

1. Review the student’s material
2. Meet with the student privately to provide the student with due process
3. Consider the student’s explanation
4. Meet with your lead teacher or coordinator to discuss the incident
5. Determine an appropriate consequence (e.g., loss of credit for the work, redo assignment, retake exam, complete research project, etc.).
6. Communicate consequence to student
7. Discuss incident with parent of student
8. Share summary of incident and consequence with Assistant Principal and Counselor of student

In accordance with our core values, one of our outcomes at MHS is to produce responsible citizens who uphold a high moral character. As such, we expect that students will always be responsible in doing their own academic work (e.g., reading, writing, test taking, research, etc.). When this is compromised through acts of cheating, attempted cheating, or plagiarism, a student’s academic integrity is undermined and their true understanding of a concept or skill is compromised.

Students are expected to demonstrate integrity in the presentation of their own work in any form (e.g., written, oral, etc.). Work used from other sources should be presented and properly acknowledge according to appropriate citation formats.

Cheating is considered the process by which a student acts dishonestly to gain an academic advantage him/herself, or dishonestly contribute to a situation where another student can gain an academic advantage. Examples of cheating include, but are not limited to, sharing information before or during testing situations, copying another individual’s work, sharing information via electronic devices and/or media, and using unauthorized study aids, memoranda, translation programs, etc.

Plagiarism is the reproduction or appropriation of someone else’s work without proper attribution or passing off someone else’s work as one’s own. Examples of plagiarism include, but are not limited to books, magazines, journals, newspapers, research papers, notes, print, digital media and content, and content from the internet.

Honor code violations, such as cheating, plagiarism, or attempted cheating, will be addressed by the teacher. The student may receive reduced credit or no credit for the assignment(s) and may not qualify to make-up the assignment subject to teacher’s discretion. Honor code violations will be reported to the Assistant Principal and Counselor of the student and, depending upon the severity, may result in further action including detention or suspension from school, and/or probation or dismissal from an honor society, club, or activity.
IX. Co-Curricular Resources

A. Library Media Center (LMC)
The Library Media Center is open Monday through Friday from 7:00 a.m. until 2:30 p.m. most days (closing at 2:00 p.m. on Wednesdays for Faculty and Department meetings). The LMC web page has helpful links to the school catalog, research databases, and more. It can be accessed at http://mhs-lmc.weebly.com/ or via the link on the MHS homepage.

The Library Media Specialist is available to work with teachers to plan and teach lessons involving technology and research. Teachers are encouraged to consider projects or curriculum units that you can work with the LMC teachers to co-plan, co-teach, or simply provide resources.

Staff and students may borrow books, audiovisual materials, Chromebook chargers, and external DVD players. There are two computer labs that are available for use with your classes. These labs can be reserved by visiting the MHS site bit.ly/labs4mhs (see Section V.K.)

B. Instructional Technology Specialist
The Instructional Technology Specialist serves as an instructional coach available to all teachers to enhance existing lessons by incorporating technology in a meaningful way. The focus of this work is to explore and implement new and emerging technologies in the classroom.

C. Field Trips
Field trips are intended to provide students with experiences or insight that would otherwise not be accessed in a regular classroom setting. Although access to technology and information has reduced some of our needs for field trips, there are still some things that need to be experienced first-hand. The school district has a number of policies that govern field trips.

For approval to be granted, the appropriate forms need to be completed and submitted to your department coordinator (lead teacher/coordinator/supervisor) and the Principal as described below:

Getting a Field Trip Approved
1. Review the MPS School Committee Policies relevant to Trips and Excursions (School Committee Policy 7.300) as well as:
   a. Overnight Travel (School Committee Policy 7.310)
   b. Student Travel Regulations (School Committee Policy 7.320)
2. Given that field trips may disrupt the learning environment for students in other classes, please be mindful about scheduling field trip dates during the last two weeks of a quarter or in the months of May and June.
3. Arrange for transportation & payment of transportation using the North Reading Transportation (NRT) Transportation Request Form located on the MPS intranet.
   a. This form must indicate to whom the bus fee will be charged. Your department coordinator can help you determine this.
4. Complete the Field Trip Approval Form (School Committee Policy 7.300a) located on the MPS intranet.
   a. Attach the following information to the form:
      i. Trip itinerary
      ii. Standards addressed (District/State/National)
      iii. Pre-Trip lesson/activity
      iv. Post-Trip lesson/activity/assessment
v. Alternate activity for students who do not attend Field Trip

5. Completed forms and documents should be submitted to the Principal's Administrative Assistant based on the following deadlines:
   a. Forms for a traditional, in-state, during-the-school-day field trip are due 3 weeks prior to the scheduled field trip.
   b. Forms for an overnight and/or out-of-state field trip are due 60 days prior to the proposed date.

Planning an Approved Field Trip

1. A copy of the completed, approved Field Trip Form should be sent to both the Cafeteria Manager and the Student Activity Financial Coordinator.
   a. If needed, the Cafeteria Manager can prepare lunches for students to be brought on the field trip.

2. Determine the chaperones needed based on the appropriate student:teacher ratio.
   a. MHS faculty members need to request the absence in Frontline using the reason “Chaperone on Student”.
   b. Non-faculty members must complete a CORI form (a new CORI is required annually) by completing the form on the MPS intranet and arranging a meeting with the Reception Office.

3. Permission slips should include all pertinent information from the Field Trip Application Form as well as the Field Trip Consent Form (English / Portuguese / Spanish) (School Committee Policy 7.300b)

4. All money collected as part of trip fees should follow procedures below in item VIII-E for Funds and Finances.

5. Notify the Principal's Administrative Assistant (Gayle Brandt) of the following to be included in the Weekly Blast two weeks prior to the trip:
   a. Name and date of the trip
   b. List of all students attending the trip

6. Determine any medical needs of students attending with the school nurse(s) in accordance with item 5 of the policy for the Administration of Medicines in the Marlborough Public Schools (School Committee Policy 8.013)

7. A cellular phone must be signed out from the Principal's Administrative Assistant to provide a means for students to contact the lead chaperone in case of emergency during the trip. A teacher's personal cellular phone is NOT to be used.

8. The attendance roster should be submitted to the appropriate House Office(s) so that the students' absences can be marked as exempt in Aspen.
   a. Upon return, an updated attendance roster should be sent to the faculty via the weekly blast to reflect any students that did not attend the trip and thus are not exempted for attendance.

D. Club Advisor Handbook

We encourage all faculty members to become involved with students in after school activities. Please strongly consider a request from a student to be an advisor to a club. As much as the work is time-consuming, it is profoundly worth it to work with students in an after school setting, in an area where they are genuinely engaged in a topic of personal interest.
E. Co-Curricular Funds and Finances (an excerpt from the Club Advisor Handbook referenced above in item IX-D)

All money transactions are to be handled through the Student Activity Finance Coordinator (Joanne Hanson).

**Deposits**

a. All monies collected through student activities MUST be deposited into the student activity account within twenty-four hours of receipt.
   i. If money is received on a weekend, it shall be turned in on the first business day to the Student Activities Financial Coordinator.
   ii. No student shall take money home at any time.
   iii. All monies should be stored in the Principal’s office over night. At no point should monies be stored in teacher classrooms.

b. All monies deposited must be accompanied by an “Activity Fund Deposit” slip indicating the source of the money, the amount of money being deposited, the date of collection, student roster (of who paid), date of turnover, and the signature of the person turning the money over to the office.
   i. The pink slip should be retained at the time of deposit. The yellow slip will be returned once the deposit is completed by the Student Activity Financial Coordinator and Principal.
   ii. The student roster should be a list of students by name who have paid in cash or check, and the amount paid for each student.
   iii. The purpose of the money being collected should also be included on the slip (e.g., t-shirt fundraiser, prom costs, field trip payment, etc.).
   iv. All cash deposited should be identified using a numbered receipt for each amount collected.

**Purchases & Payments**

a. No purchases will be made without prior approval of the principal.

b. Transactions with an outside business or organization will be handled with check through the City warrant process that will be signed by the City comptroller. This can take up to three weeks to process, so plan accordingly.

c. Individuals seeking reimbursement or payment, must also complete the “Staff Reimbursement” Form (even if not a MPS Employee). Reimbursements cannot be issued without confirmation of original payment such as a cancelled check or credit card statement.

d. A purchase order or invoice shall be attached to the “Order for Payment”.
   i. The pink slip should be retained at the time of submission. They yellow slip will be returned once the deposit is completed by the Student Activity Financial Coordinator and Principal.
X. Student Support Services

A. Counseling Referral

The student’s counselor is the connector for the student. If there are concerns about a student that arise, please communicate directly with the student, the student’s parent/guardian, and the student’s counselor. The student’s counselor may have additional information about the student that can be helpful in supporting the student in your class. In the event that a student is in crisis, or a threat to self or others, please contact via phone or in person a counselor, adjustment counselor, or administrator immediately.

B. Student Support Team (SST)

The Student Support Team (SST) is a “formalized structure for a group of educators, administrators, and other staff to meet regularly to address concerns about individual students or groups of students. The SST is designed to support students by anticipating and preventing issues before they occur and by providing interventions and/or resources when they do arise.”

When a teacher has a student who is struggling and is not responding to Tier 1 interventions (from the DCAP, see Appendix A) a referral to the SST should be considered. If you are not sure, please consult with the guidance counselor of the student to make a determination. A referral is made by completing the MHS SST Request for Student Assistance form and submitting it to their Assistant Principal.

This referral is designed to address all three domains of the child – academic, social/emotional, and behavioral. The SST meets at a minimum two times per month. The SST is comprised of the two Assistant Principals, the school psychologist, all school adjustment counselors, all school guidance counselors, all school nurses, and one general education teacher.

The information you provide on the form will help to define and analyze the problem that you are observing. This information will be the driving force behind the process of developing a Student Support Plan should the student be deemed eligible for the SST process.

C. Special Education Services

Teacher attendance at meetings

Under IDEA, the IEP team for each child with a disability must include at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) (§300.344(a)). The general education teacher provides information regarding the child’s involvement and progress in the general curriculum and participation in the regular education environment.

At MHS, the general education teacher is typically chosen by the student’s Special Education Liaison. The selected general education teacher selected to attend the meeting must be present for the meeting to occur. Every effort will be made to ensure meetings are scheduled equitably (i.e. that no one teacher is invited to the bulk of the meetings and that the meetings will not fall on the same class period repetitively). If there is a conflict or extenuating circumstances in which a general education teacher cannot attend, seek out the team chairperson in advance.

When selected to attend a team meeting, request coverage for your class (es) by contacting the Reception Office.
Viewing Student Accommodations

Students who have qualified for Special Education Services will have a folder icon next to their name in Aspen marked “IEP”. There are two ways to view this information:

1. Clicking on this icon will create a pop-up window with a summary of the student’s services and an accommodations.
2. Through the Student tab, select and open the student’s record. Go to “Documents” on the sidebar and from there select “IEPs” from the list. Teachers should access the IEP with an “active” status to view the entire IEP document.

Teachers will be directed on how to document their acknowledgment of the IEP. Questions and concerns with Aspen access to IEPs should be directed to the Special Education Team Chairperson.

Educational Assessment Forms

- **Educational Assessment Part B** is a mandated form in which instructional staff must complete when a student is undergoing an initial evaluation or a reevaluation. All questions must be answered. The form will be emailed to instructors. The date of the form will be identified in the email. The responses should be typed, and may be printed out, and submitted to the special education Office Support or placed in the Special Education mailbox in the main office. Or, an instructor may email the form to the Special Education Office Support. When the form is emailed to you, it is accompanied by an email that states when the form is due.

- **Educational Assessment Part A** is to be filled out by the student’s Guidance Counselor. All questions must be answered. The form will be emailed to instructors. The date of the form will be identified in the email. The responses should be typed, and may be printed out, and submitted to the Special Education Office Support or placed in the Special Education mailbox in the main office. Or, an instructor may email the form to the Special Education Office Support. When the form is emailed to you, it is accompanied by an email that states when the form is due.

**D. Section 504 Accommodation Plan**

Students who have been found eligible for a Section 504 Accommodation Plan will have a folder icon next to their name in Aspen marked “504”. Clicking on this icon will create a pop-up window with the student’s accommodations listed. Teachers will be directed to document their acknowledgment of the 504 plan by completing the “Section 504 Accommodation Plan - Teacher/Provider Acknowledgement Form” provided by the Assistant Principal.

**E. Student Transfer to Alternative Education Placement (Hildreth School)**

The decision to move a student to our Hildreth School is done on an individual, case-by-case basis. In all cases, a student will be considered based on student need. A student whose performance is not improving after interventions are implemented through the house and SST process, can be considered for alternative opportunities. If the student is receiving services through an IEP, the placement process is a team decision.
XI. School Policies, Laws, and Procedures

All staff members are responsible for reading and complying with all School District Policies approved by the School Committee. Below are highlighted details from a number of these policies provided for your convenience. For full details of MPS School Committee policies, please follow the links provided or you may access any/all MPS Policies on the School Committee Policies page of the MPS Website (MPS School Committee Policies Page).

A. Bullying (MPS School Committee Policy 1.300 for the full policy)

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

The Marlborough Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and complaints of bullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. The Marlborough Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

This policy shall not apply to any alleged or perceived “bullying” against staff.

I. Definitions

Bullying may take a variety of forms and is unacceptable in a school environment. Consistent with M.G.L. c. 71, § 37O, the terms used in this policy are defined as follows:

1. “Bullying” means the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage 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 (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyberbullying.

2. “Cyber-bullying” means, 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, photoelectronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication. Cyber-bullying shall also include, but not limited to (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creator or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-
bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or persons, if the distribution or posting creates any of the conditions enumerated in clause (i) to (v), inclusive, of the definition of bullying.

a. Cyber-bullying may occur through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute.

b. As used in this Section, “electronic communication” also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

3. “Aggressor” means an individual who engages in bullying, or retaliation as defined herein.

4. “Target” means a student against whom bullying, or retaliation has been perpetrated.

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

Bullying and retaliation are prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Marlborough Public Schools.

Bullying and retaliation are also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Marlborough Public Schools if the acts in question:

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; and/or
- materially and substantially disrupts the education process or the orderly operation of a school.

As stated in M.G.L. c. 71, § 370, nothing in this policy or in the Marlborough Public Schools Bullying Prevention and Intervention Plan requires the district or school to staff any non-school related activities, functions, or programs.

The following procedures are based on the requirements of M.G.L. c. 71, § 370. In addition to the requirements of M.G.L. c. 71, § 370, where the alleged conduct is on the basis of race, color, national origin, genetic information, ancestry, sex, sexual orientation, gender identity or expression, disability, religion, veteran status, age or homelessness, the district should also consider whether the conduct constitutes discrimination and/or harassment based on those protected classes, consistent with its Discrimination/ Harassment Policy. To the extent the procedures of this policy conflict with those set forth in the Discrimination/Harassment Policy. The Discrimination/Harassment Policy shall control.
II. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or their designee any instance of bullying or retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents/ or guardians, or other non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, the Marlborough Bullying Prevention and Intervention Incident Reporting Form, available on the Marlborough Public Schools' website.

Use of the Marlborough Bullying Prevention and Intervention Incident Reporting Form is not required as a condition of making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in each school’s main office, the counseling office, the school nurse’s office, and other locations determined by the principal or designee; and 3) post it on the school’s website.

At the beginning of each school year, schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Marlborough Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff
A staff member will report immediately to the principal/headmaster or designee when he/she witnesses or becomes aware of conduct that might be bullying or retaliation. The requirement to report to the principal/headmaster or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school’s policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others
The school system expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or their designee.

B. Discrimination/Harassment Policy (MPS School Committee Policy 1.400)

It is the policy of the Marlborough Public Schools to provide a learning and working environment free from discrimination and harassment on the basis of race, color, religion, national origin, ancestry, genetic information, sex, sexual orientation, gender identity or expression, disability, veteran status, age, or homelessness.

Discrimination and/or harassment of staff, students, and third-parties occurring on school
grounds or in connection with school programs is unlawful and will not be tolerated by the District. All employees and students are expected to avoid harassing behavior, and all employees are responsible for preventing, reporting and eliminating harassment within their areas. Employees and students are encouraged to report any incidents of harassment or discrimination before they become severe, pervasive or rise to the level of a violation of the law. Further, any retaliation against an individual who has complained about discrimination, harassment, or retaliation against individuals for cooperating with an investigation under this policy is similarly unlawful and will not be tolerated. Any employee or student who is found to engage in any form of retaliation prohibited by this policy is subject to disciplinary action.

The Marlborough Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, coworker, vendor, or other third party, as such conduct is contrary to the mission of the Marlborough Public Schools and its commitment to equal opportunity in education and employment. Because the Marlborough Public Schools takes allegations of discrimination and harassment seriously, we will respond promptly to complaints of inappropriate conduct, and where it is determined that such conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Claims of retaliation will be investigated pursuant to this policy and procedures.

I. Definition of Discrimination and Harassment

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, religion, national origin, ancestry, genetic information, sex, gender identity or expression, sexual orientation, disability, age, veteran status, or homelessness. Prohibited behavior includes, without limitation, slurs or other derogatory comments, objects, pictures, cartoons, or demeaning gestures connected to one’s membership in a protected group. The Marlborough Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual’s school or work performance, or that creates an intimidating, hostile, or offensive work or school environment.

Reference to “harassment” shall also include “sexual harassment.” Sexual Harassment means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or, (b) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment. Prohibited behavior includes, without limitation, and depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness: unwelcome sexual advances; sexual epithets, jokes, teasing, written or oral references to sexual conduct, and/or gossip regarding one’s sex life; a comment on an individual’s body, sexual activity, deficiencies, and/or prowess; displaying sexually suggestive objects, pictures, and/or cartoons; unwelcome staring or leering, whistling, physical contact including but not limited to unnecessary touching, patting, hugging or brushing against the body, sexual gestures, and/or suggestive or insulting comments; inquiries into one’s sexual experiences; email messages, images, or jokes of a sexual nature, or obscene or suggestive telephone calls; and/or
discussio

d of one’s sexual activities. Sexual harassment may involve people of the same or different gender.

Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Marlborough Public Schools. For purposes of this policy, “workplace” or “school” includes school-sponsored social events, trips, sports events, work-related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment, or retaliation, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment, or retaliation complaint, is similarly unlawful and will not be tolerated.

II. Complaint Procedure

All complaints shall be processed in a fair, expeditious and confidential manner. Staff, student, or third-party complaints of discrimination or harassment based upon race, color, religion, national origin, ancestry, genetic information, sex, gender identity or expression, sexual orientation, disability, age, veteran status, or homelessness should be brought to his/her Principal/Director or the District’s Discrimination/Harassment Complaint Coordinator: the Director of Human Resources. Complaints may be made verbally or in writing to the Coordinator or the Coordinator’s designee, who has authority to investigate all grievances. If the complaint concerns allegations against the Coordinator, then the complaint should be brought to the Superintendent. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District’s Discrimination/Harassment Complaint Coordinator.

All employees of the Marlborough Public Schools must respond to suspected harassment and/or complaints by students of harassment by notifying the Building Principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

III. Investigation

The Marlborough Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

Employees and students have a responsibility to cooperate and respond truthfully when questioned as part of an investigation. Failure to cooperate fully in an investigation may be a violation of this policy. Employees and students who participate in an investigation are expected to follow any confidentiality guidelines set forth by the investigator.

All complaints will be thoroughly investigated by the Coordinator and/or the Coordinator’s designee. Both the complainant and the subject of the complaint will be interviewed and given a
full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time. Both the complainant and the subject of the complaint will be informed of the result of the investigation. For students, the result of the investigation will be provided in writing in a manner consistent with federal and state law.

**IV. Appeals**

In the event a complainant or subject of a complaint disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator’s decision. After receipt of such an appeal, the Superintendent will conduct a hearing with the parties and review the records of the investigation. The Superintendent will issue a decision within ten (10) business days of the hearing. The Superintendent’s decision shall be final.

**V. Disciplinary Action**

If a complaint is substantiated, the Coordinator will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include counseling, reprimand, suspension from employment, transfer, demotion or discharge. Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment, and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

While this policy sets forth our goals of promoting a school environment that is free from discrimination and harassment, this policy is not designed or intended to limit the District’s authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this policy.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The Marlborough Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Marlborough Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Marlborough Public Schools and the Marlborough Police Department.

Nothing in this policy or procedure shall be deemed to affect a complainant’s right to other remedies at law, including administrative appeals or lawsuits.

**C. Communicable Disease** *(MPS School Committee Policy 8.150)*

1. The Marlborough School Committee recognizes its obligation to provide a learning experience for all students which is safe from communicable diseases. For this reason, the Committee espouses the state law (Ch 76 Sec 15) stipulating required immunizations for particular diseases. In
addition, the Committee requires that students who are infected with one of the communicable diseases, contracted by airborne organisms, (chicken pox, strep throat) be excluded from school until the child’s presence will not have an adverse effect on the health of the other children as stipulated in Chapter 71, Sec 55 of the Federal Laws.

2. The Marlborough School Committee also recognizes that there are communicable diseases, which are not contracted by airborne organisms, but by particular types of contact. The School Committee encourages parents/guardians to seek treatment from a licensed physician and provide the appropriate information to the school nurse. In light of the developing nature of certain diseases, (HIV and Hepatitis B) the Committee will also adhere to the recommendations of the Department of Public Health.

3. At the heart of this policy is the education and personal welfare of all children. In each case, the individual needs of the afflicted student should be paramount. The building administration is responsible for investigating the health, medical, and educational implications of each known case.

4. The administration shall be responsible for developing implementation procedures which shall be in concert with Massachusetts General Law and the Massachusetts Department of Public Health regulations and policies.

A. AIRBORNE AND OTHER DISEASES
   1. There is a variety of infectious diseases which are transmitted through the air. Air is the vehicle of transmission in any disease when the organisms are in the respiratory tract. Because these organisms are buoyant, they remain in the air currents and are carried wherever the air travels.
   2. The Marlborough School Department has developed the following procedure in dealing with communicable diseases contracted through airborne transmission.
      a. Communication will take place between the school nurse and the parents/guardians.
      b. The school nurse will be the liaison between the school and family. Information will be shared with the building principal and the classroom teacher, as appropriate.
      c. The treatment will be followed according to the recommendations of the child’s physician.
      d. The student will be allowed to return to school under the guidelines established by the school physician, if required.

B. HIV / AIDS
   1. A number of serious infectious diseases are spread by contact with human blood. Due to concerns of transmission, students who bleed uncontrollably should not have routine contact with other individuals in school settings. Therefore, the awareness and the involvement of school personnel will assure the safety of all children.
   2. The Marlborough School Department recognizes that the student’s parents/guardians are the gatekeeper of information relating to the student’s AIDS/HIV status. THEY ARE NOT OBLIGED TO DISCLOSE THIS INFORMATION TO SCHOOL PERSONNEL.
   3. A student who is diagnosed with HIV / AIDS or presents evidence of being immunocompromised is at a greater risk of contracting infections. This means there may be good reasons to inform the school nurse, school physician, or other school personnel who have direct dealings with the student. This student’s parents/guardians would benefit from information from the school nurse or school physician about the
occurrence of threatening contagious diseases (such as chicken pox or influenza) when making a decision regarding school attendance. The school nurse or school physician may also need to attend to the particular needs of HIV-infected students regarding immunization schedules and medications. The Marlborough School Department encourages the parents/guardians to work closely with the school to ensure an optimal educational experience for the student.

4. In consultation with the student’s primary care physician, the student’s parents/guardians MAY decide to inform certain school personnel (teacher/administrator) about the student’s AIDS/HIV status, particularly the school nurse or school physician. If they so choose, the following guidelines are to be followed:
   a. The student’s parents/guardians may inform the school nurse or school physician directly.
   b. Alternatively, the student’s parents/guardians may request that their primary care physician make the disclosure. In this case, specific, informed WRITTEN consent of the student’s parents/guardians is required.
   c. FURTHER DISCLOSURE OF THE STUDENT’S HIV STATUS BY THE SCHOOL NURSE OR SCHOOL PHYSICIAN TO OTHER SCHOOL PERSONNEL REQUIRES THE SPECIFIC, INFORMED, WRITTEN CONSENT OF THE STUDENT’S PARENTS/GUARDIANS.

5. With these recommendations in mind the Marlborough School Department has developed the following disclosure guidelines:
   a. If an administrator or staff member is notified by a parent/guardian that a student is HIV/AIDS infected, the staff member is required to share that information with the school nurse and no one else. It is important to note that the Superintendent of Schools will be notified without divulging the student’s name of his/her HIV status.
   b. The school nurse will become the liaison for the student/parent and the school system. The school nurse, together with the parent/guardian, will discuss and complete the Informed Consent Form. (Appendix A)
   c. The School nurse will share the HIV/AIDS status information ONLY with those individuals identified on the Informed Consent Form.
   d. The school nurse will review confidentiality issues and the law regarding a student’s health records (Mass. General Laws, c. 111, s.70F) with those individuals identified on the Informed Consent Form.

C. HEALTH RECORDS
   1. The Marlborough School Department recognizes that a student’s health records related to AIDS/HIV should be regarded as confidential. Staff members with a need to know may be liable for civil damages in the event of disclosure. The Massachusetts General Laws protects against the release of medical records (including school health records) which contain information about HIV/AIDS. They also prohibit health care providers, physicians and health care facilities, including school-based clinics from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed written consent of the person who has been tested.

D. UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS
   1. Due to the developing nature of certain diseases and the liability involved the following precautions are recommended for all Marlborough Public School employees who deal with the treatment and/or clean up of blood and bodily fluids. It is especially important for school nurses and custodians who deal with these issues on a regular basis to follow these precautions on all occasions.
a. Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean up of bodily fluid spills.
b. Treat human blood spills with caution.
c. Clean up blood spills promptly.
d. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean up. Latex gloves contribute an added measure of protection, BUT are not essential if the skin is intact.
e. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill.

E. INFORMED CONSENT FORM

1. The Marlborough School Department in compliance with the Massachusetts General Laws, Chapter 111, Section 70F, which prohibits Health Care workers from disclosing HIV test results without the specific, informed written consent of the parents/guardians, recognizes the need for certain school personnel to be notified of a student’s HIV/AIDS diagnosis. Due to the occurrence of certain contagious diseases which HIV/AIDS individuals are at a higher risk for contracting, it is beneficial for school personnel who deal directly with the student to be notified.

D. Dress Code

Staff Dress Code ([MPS School Committee Policy 6.191](#))
The Marlborough School Committee recognizes that teachers and other instructional staff members are role models for the students who come in contact with them during and after school hours. The Committee recognizes the positive effect teachers and other instructional staff members can have on their students in this capacity. To this end, it is strongly suggested and encouraged that teachers and other instructional staff members dress themselves and groom themselves in a manner appropriate to the educational environment.

It is not the intent of this policy to usurp any person’s right to dress as he/she pleases. However, in light of the nature of dealing with young formative persons in the school setting, discretion and common sense call for an avoidance of any extreme which would interfere with the normal educational process. In addition, as role models, teachers and other instructional staff members should always be conscious of how their dress and grooming affect the individual students. Employees should dress for work for the job that they have, and the clothing we choose should not distract others at work.

Student Dress Code ([MHS Student Handbook](#))
We believe that Marlborough High School students should take pride in their personal appearance. With this in mind, the following guidelines are recommended for appropriate dress:

Student dress should not create a disruption or distraction that could directly interfere with the educational process.

1. Students should refrain from wearing skirts, shorts or dresses that are excessively short.
2. Designs on clothing, which are vulgar, obscene, and profane or display illegal substances, alcohol, or tobacco products, are not allowed.
3. In an effort to create a safe environment, the wearing of hats, bandanas, hoods, or any material that covers the face is prohibited. Hats should be placed in locker upon arrival to school. They may not be carried, placed on belts or strapped on backpacks. Headbands are not to be worn around the neck. *Exceptions for religious or medical circumstances should be addressed with Assistant Principals on an individual basis.

4. Clothing reflecting any gang affiliation is not permitted.

5. Pants/trousers should be worn at waist level.

Students who are not in compliance with the clothing guidelines will be asked to put on appropriate clothes or a parent/guardian will be called to bring clothes to school. The student will remain in the Assistant Principal’s office until the student is dressed appropriately.

E. Drug/Alcohol Free Workplace (School Committee Policy 6.600)
The following Drug/Alcohol Free Workplace policy has been agreed to by all school department unions and is the official policy of the Marlborough School Committee to be implemented immediately.

A. That the unlawful manufacture, distribution, dispensation, possession, use of, or being under the influence of controlled substances (defined in Schedules I through V of Section 202 of the Controlled Substances Act §21, USC, 812; or 21 CFR 1308.11 1308.15) or alcohol is prohibited while on duty or on school property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal subject to the provisions of any existing collective bargaining agreement or any applicable statute or regulation. Employees who are in violation of the law will be referred to the appropriate authorities for legal prosecution.

B. It is a condition of employment that each employee notify the Superintendent of Schools of any criminal drug conviction for a violation occurring in the workplace within five (5) days of such conviction. The Marlborough School Department has an obligation to notify the appropriate federal agency within ten (10) days of receiving notice of such conviction to avoid the loss of federal funds. In addition, no later than thirty (30) days of notice of a conviction, the Superintendent of Schools will take disciplinary action up to and including a recommendation to the Committee for dismissal, subject to the provision of any collective bargaining agreement or any applicable statute or regulation.

C. Employees who violate the Committee’s Drug/Alcohol Free Workplace policy will be subject to discipline. The Committee will encourage employees afflicted with alcoholism and/or drug abuse to undergo a program designed to rehabilitate the employee. If the employee refuses to avail himself or herself of assistance, or if the employee fails to complete the rehabilitation program, and alcohol or drug abuse impairs work performance or attendance or conduct or reliability, then the normal progressive disciplinary procedures will be used.

D. If there is just cause to believe that an employee is in possession of, using or under the influence of drugs and/or alcohol in the workplace, the employee will not be allowed to continue his or her work assignment and shall be sent home and disciplinary action will be taken subject to the provision of any collective bargaining agreement or any applicable statute or regulation.
E. Information about drug/alcohol counseling, rehabilitation and employee assistance programs will be available in the office of the Superintendent of Schools as well as through each building principal.

F. Each employee of the Marlborough Public Schools will be given a copy of this policy as soon as possible following its acceptance by the Committee.

G. Each new employee shall be given a copy of this policy at the beginning of his/her employment with the department.

F. **Hazing** (MHS Student Handbook)

The principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

**Ch. 269, S. 18. Duty to Report Hazing**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

**Ch. 269, S. 19. Hazing Statutes To Be Provided; Statement of Compliance and Discipline Policy Required**

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections
Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

G. Restraint Policy (MPS School Committee Policy 8.300)
The Marlborough Public Schools Restraint Prevention & Behavior Support Policy & Procedures

I. OVERVIEW

The Marlborough Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: The use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
Physical Escort: A temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

Principal: Instructional leader of a public school education program or his or her designee.

Prone Restraint: A physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

Seclusion: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE’s Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: The separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detention of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.
V. USE OF TIME-OUT

“Inclusionary time-out”: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of “inclusionary time-out” functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. “Inclusionary timeout” includes practices used by teachers as part of their classroom behavior support tools, such as “planned ignoring,” asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student’s environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management. If the student is not “separated from the learning activity” or the classroom, the student will be in “inclusionary time-out” and the requirements that accompany the use of “exclusionary time-out,” listed below, do not apply. A student is not “separated from the learning activity” if the student is physically present in the classroom and remains fully aware of the learning activities. “Inclusionary time-out” does not include walled off “time-out” rooms located within the classroom; use of those is considered to be “exclusionary time-out.”

“Exclusionary time-out”: The separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of “exclusionary time-out”:

- “Exclusionary time-out” may be used only for the purpose of calming;
- During “exclusionary time-out,” the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for “exclusionary time-out” must be clean, safe, sanitary and appropriate for calming;
- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- Students must never be locked in a room alone;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.
VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use
Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior. Brief physical contact to promote safety is not considered a restraint.

Safety
To ensure student safety, staff will review and consider a student’s medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student’s physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration
A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, approval of the Principal is required. The Principal’s approval must be based on the student’s continued agitation justifying the need for continued restraint.

Follow-up
Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints
Prone restraints are prohibited, except on an individual basis and when all of the following
conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents
The reporting process within the school and to the student’s parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student’s parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents
The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education
The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.
VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review
A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student’s behavior, and develop a written action plan.

Monthly School-Wide Review
A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training
The Principal will ensure that all staff receive training on the District’s Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training
The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

[For each of the below items, the District can either insert its practice, or reference the title of another document that provides the relevant information]

Methods to prevent student violence, self-injurious behavior, and suicide (individual crisis planning, de-escalation techniques)

Alternatives to physical restraint (verbal prompting, physical escort, time-out, de-escalation techniques)

Description of physical restraints used in emergency situations
Restraint complaint procedure (how it is filed, how it is investigated)

Methods to engage parents in discussions about restraint prevention and the use of restraint solely as an emergency measure

Legal Authority:
603 C.M.R. § 46.00
DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015

H. Smoke and Tobacco Free Policy (MPS School Committee Policy 6.620)

1. The Marlborough School Committee is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The School Committee believes that education plays a critical role in establishing lifelong health habits for its students. A comprehensive health education curriculum, K-12, emphasizes the dangers associated with the use of tobacco products. The Marlborough School Committee also has a strong interest in the health of its employees and their serving as positive role models for students. Therefore, the Marlborough School Committee prohibits smoking and the use of tobacco products by all adults and students in all school buildings, on all school property (fields, parking lots), and on all school buses and vehicles.

2. The success of this policy will depend on the thoughtfulness, consideration, and cooperation of all smokers and tobacco users and non-smokers and non-tobacco users. All individuals share in the responsibility for adhering to and enforcing this policy. Any individual who observes a violation of this policy may report it in accordance with the procedures listed below.

A. Students – Any violation of this policy by students shall be referred to the building principal or his/her designee. Students who violate the provisions of this policy will be subject to building student discipline procedures as delineated in the Student Handbook.

B. Staff – Any violation of this policy by staff members shall be referred to the building principal who is responsible for the site on which the offense occurred. First time violators will be issued a verbal warning by the building principal who is responsible for the site on which the offense occurred. A notation of this verbal warning will be sent to the Superintendent and placed in the personnel file. Second and third offenses will result in written warnings by the building principal who is responsible for the site on which the offense occurred, with a copy being sent to the Superintendent and placed in the personnel file. Further violations will result in referral to the Superintendent for disciplinary action up to and including dismissal.

1. The Marlborough School Committee will, from time to time, provide after school smoking cessation programs for staff smokers.

C. Citizens – Citizens who are observed smoking or using tobacco products in school buildings or on school grounds shall be asked to refrain from smoking. If the person fails to comply with the request, his or her violation of the policy shall be referred to the building principal who is responsible for the site on which the offense occurred. The principal shall decide on further action which may include reporting the offender to the Board of Health or prohibiting that individual from entering school property for a specified period of time. If
deemed necessary, the local police may be called upon by the principal to assist with the enforcement of this policy.

I. Student Records (MPS School Committee Policy 8.120)

The Marlborough School Committee recognizes that it is necessary to maintain extensive and sometimes personal information about students for whom they are responsible. The Committee also recognizes its responsibility to maintain confidentiality as it pertains to those records. The Committee wishes to make it clear that all individual student records are considered confidential, and that no information will be released, including names and addresses, except in those cases which are governed by state law, court order, or signed release.

**Section 5 - Access to student records:** A log of access shall be kept as part of each student's record.

**Item b.** Authorized school personnel shall have access to records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the student or parent/guardian shall not be necessary.

J. FUNDRAISING/DONATIONS/GRANTS (MPS School Committee Policy 9.500)

I. Purpose:

Establish guidelines and criteria for various fundraising, donation and grant-seeking activities of the Marlborough Public School.

Define the fiscal relationships that exist between the District and those responsible for fundraising, seeking donations and grants.

II. Definitions:

This policy covers the following types of fundraising (other types shall be handled on a case by case basis by the School Committee or District Administration as warranted):

A. Charitable Fundraising:

Customarily initiated as a one-time event by students and/or parents for the purpose of raising funds for a charitable cause not directly associated with a District need (for example - Jimmy Fund, Toys For Tots, food pantry or a charitable cause for an individual or family in need). The District’s involvement is usually marginal such as providing use of facilities and limited promotion.

**Oversight authority:** Superintendent

B. Student Clubs and School/Class Sponsored Activities:

Formally recognized student groups (for example Drama, NHS and Band) with a faculty (or administration approved) advisor, who may be compensated. Funds are raised by a combination of fees, donations and/or administration approved activities and are usually used to benefit the membership of the club/class (for example trips or performances).
**Oversight Authority:** Building Administrator

C. **Staff:**

Faculty that are looking for support for special projects – (for example, but not limited to, raising funds through Go Fund Me, Donors Choose.org or similar sites or seeking grants through outside groups like MEF, The Brigham Trust or something similar.) All requests would need to be formally approved by the Building Administrator and Superintendent prior to posting on Internet or submitting applications for consideration. All funds raised or Grants designated would need to be gifted to the District for use by the individual(s) for the classroom needs as initially designated and stays with said classroom(s) and becomes District owned.

**Oversight Authority:** Building Administrator / Superintendent

D. **Authorized clubs, organizations and other extracurricular groups:**

Groups formed for the purpose of benefiting a specific entity within the district (for example, Athletic Booster Club, MPS Music Association). However, such formation is independent of the District and with no direct District involvement in its composition, management or operation. In order to claim affiliation with the District and legally use MPS District/School/Sports/Club names and/or logos and other materials, as well as enjoying access to District facilities and services, the organization must have Committee sanction, which is reviewed annually.

**Oversight Authority:** School Committee

III. **General Procedures:**

Procedures / conditions in addition to those listed below, specific to the groups defined above, may be imposed by the Building Administrator, the Superintendent and/or the School Committee. Unless directed otherwise by the Superintendent, Charitable Fundraising/Donation or Grant-seeking is subject exclusively to

A. **Pre-Approval:** All fundraising projects, grant or donation requests that involve MPS facilities, teams, athletes, or other students must submit an appropriate request form to be pre-approved by the Superintendent. Such submission should be 30 days in advance of the planned activity or grant/donation submission, if possible.

B. **Advertisement:** Any advertisements posted on school premises and fundraising materials being sent home must be pre-approved by the Superintendent.

C. **Student Participation:** All student participation in fundraising events is voluntary. Students must not feel obligated to fund-raise. No student shall be compensated for any
fundraising activity: this does not preclude “rewards” given for sales of certain commercial products marketed specifically for educational fundraising.

D. Solicitation: Door-to-door solicitation is not sanctioned unless sales of commercial or donated products are involved. Teachers and other members of the staff may not be solicited during the school day.

E. Frequency / Duplication: The impact of numerous fundraising and/or projects can have a negative effect on the community and its residents; therefore, every effort must be made to coordinate fundraising drives among schools. The number of school fundraisers by students and organizations will be kept to a minimum. The same or similar school fundraisers within and between schools may not be approved.

F. Specific Purpose: Each fundraiser must specify a specific purpose (from example to help defray the cost of a trip or being raised to install new playground equipment). Organizations that are their own legal entity may gift funds, equipment or other items to the school district and will be subject for acceptance by the School Committee.

G. Incentives: Only group incentives shall be approved (for example - teams, grade levels, school, etc.). Any other request for incentives may be considered on a case by case basis by the Building Administration/Superintendent.

IV. Fund Accountability:

A. Charitable Fundraising:

All funds (custody, management and accounting) are solely the responsibility of the individual sponsors of the activity. There shall be no relationship between these funds and the District. The District bears no liability with regard to any commitment made to or by any charitable organization nor to or from any other individual or organization. A disclaimer to this effect should be present in any advertising or promotional materials distributed for an activity that could, in any way, be construed as having a relationship with the District.

B. Student Clubs and School Sponsored Activities:

Student activity funds are considered a part of the total fiscal operation of the District and therefore are subject to the policies and regulations established by the Committee and the Business Office. The funds shall be managed in accordance with sound business practices--including sound budgetary and accounting procedures as well as audits--in the same manner as other District funds.

C. Staff:

All funds raised by the Staff through sites, must be pre-approved by the Building Administration/Superintendent, prior to use.

Monetary donations will be placed in a separate account as needed and in compliance with applicable laws. Donations of capital in excess of $10,000 (or the applicable statutory
threshold at the time of the donation) will require an analysis as to whether compliance with applicable public bidding and/or purchasing laws is required (often three written quotes). MPS will comply with all such laws where applicable, including the conduct of any required procurement processes in advance of final approval.

Capital donations can be donated to MPS with prior notification to the Superintendent, upon the recommendation of the Director of Finance. The preferred method for the acquisition of such capital equipment is for organizations to donate the funds to MPS for the purchase of such items. MPS will then follow the appropriate purchasing laws, regulations and procedures in procuring the asset. If approved and if the asset is acquired by a donating entity and donated directly, such asset shall become the property of MPS. MPS will ensure that donations do not circumvent applicable public bidding, purchasing, and/or construction requirements laws.

D. Authorized clubs, organizations and other extracurricular groups:

Receipts and expenditures of Authorized clubs, organizations and other extracurricular groups are not included in the regular school budget. However, all funds collected from whatever source are public moneys and their receipt and expenditure are therefore subject to the applicable policies and procedures of the District as developed by the Committee and Business Office.

V. Fundraising Approval/ Follow-up

A. All fundraising activities must be approved by a Building Administrator and/or the Superintendent prior to the commencement of the activity or series of activities.

B. The School Committee should be apprised of all fundraising activities, grant and/or donations, as well as given semi-annual updates on successes and opportunities.

C. At no time may any fundraising activity, donation and/or grant imply an endorsement by the District of any political interest, business or commercial enterprise.

D. Committee sanctioned organizations need not re-apply for recurring annual activities after initial School Committee approval; they are, however, subject to the review process described above which may result in a requirement that the organization re-apply for sanction prior to commencing any additional activity/fundraising.

Any additional questions regarding Gifts and Solicitations, please refer to Policy 9.510.
K. REQUEST FOR FUNDRAISING/GRANTS/DONATIONS (MPS School Committee Policy 9.500a)

Date: __________

Name of Organization (Fundraising/Grant/Donation): ________________________________

MPS Contact Person(s): ____________________________________________________________

Email Address: _________________________________________________________________

Telephone Number: ______________________________________________________________

Proposed Project and Purpose: ______________________________________________________

_______________________________________________________________________________

Anticipated Revenues: __________________________

Date(s) of Fundraising: ________________________

Total Grant/Donation Request: _________________

Other Comments/Information: ______________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Principal or Designee Signature: ___________________________  Date: ________________

Superintendent Signature: _____________________________  Date: ________________

MPS Staff member requesting funding from external organizations must inform the Building Administrator/Supervisor and Superintendent of the outcome, as soon as a decision is made relative to funding.
L. GIFTS TO and SOLICITATIONS by STAFF (MPS School Committee Policy 9.500a)

Gifts
The acceptance of gifts worth $50 or more by MPS personnel in a calendar year when the gift is given because of a position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than $50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of MPS will accept a gift worth $50 or more that is given because of the employee’s public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than $50 may be accepted but a written disclosure to the Superintendent and/or Building Administrator must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of $20 value is the same as 1 gift of $80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc.), hand picked flowers, and handmade gifts worth less than $10 (ten) dollars.

Group or Class Gifts
There is a specific exception to the prohibition against accepting gifts worth $50 or more when an MPS employee knows only that the gift is from a group or class, not from specific donors. A single group or class gift per calendar year valued up to $150 or several group or class gifts in a single year with a total value up to $150 from individuals in a group or class may be accepted provided the gift is identified only as being from the group and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the group gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the group gift.

Gifts for MPS Use
Gifts given to an MPS employee solely for use at work at MPS or to purchase items for use at work at MPS are not considered gifts to an individual employee and are not subject to the $50 limit. However, gifts presented to an MPS employee as a gift for use at work, taking place at MPS, must be presented to the Superintendent and/or Building Administrator, for acceptance by the School Committee as a “donation”.

Solicitations
The solicitation of funds for external organizations not providing services or supporting the Mission of the Marlborough Public Schools (for example - fundraisers, sponsorships, cookie sales, etc.) from staff members, through the use of MPS personnel, resources and/or time, is prohibited by the conflict of interest law. Staff members of course remain free to support charitable causes of their own selection, when not at work and outside of work hours.
Crowdsourcing/Fundraising for Resources to be used at the school

Marlborough employees applying for grants and/or seeking donations or outside funding (including web-based crowd-sourced funding) for educational services, professional development, and/or any materials to be used in the work taking place at the collaborative must receive prior approval from the Superintendent or Building Administrator before submitting applications for funding. All proceeds collected in these ways are subject to the Fundraising / Donations / Grants Policy 9.500.

M. Use of Cell Phones, Earbuds/Headphones, Electronics (MHS Student Handbook)

Student Use:
All electronic devices must be turned off and out of sight upon entering the building at the start of the school day (7:15 am bell). Electronic or laser light devices are prohibited. Students may use their electronic devices during breakfast and/or lunch in the cafeteria, as well as in the Library Media Center during a study hall. The use of electronic devices is meant to enhance the instructional experience. As such, electronic devices are not to be used in the hallways, stairwells, foyers, bathrooms, or other such common space. In addition, ear buds or headphones or other such auditory device are not to be visible on a student’s person. Devices used in violation of this policy may be confiscated. Confiscated devices will be kept by the Assistant Principal and will be returned at the end of the day. A second offense will result in confiscation of the device and possible disciplinary action. The second offense, and offenses thereafter, will result in the parent or guardian reporting to the school to retrieve the electronic device.

Should a device be seen during class time while not being used for instructional purposes approved by the teacher, the device might be subject to confiscation by the teacher or the administrator. Devices taken away will be kept by the Assistant Principal and will be returned at the end of the day. A second offense will result in confiscation of the device and possible disciplinary action. The second offense, and offenses thereafter, will result in the parent or guardian reporting to the school to retrieve the electronic device.

Refusal to give an electronic device to a teacher will result in confiscation by an Assistant Principal and a Saturday Detention. If this occurs, only the parent or guardian can retrieve the device from the administrator.

Staff Use:
As models for our students, whenever possible staff should not be using cell phones during the school day unless for an instructional purpose. While there are exceptions to this policy regarding emergency situations, staff members should model appropriate use of cell phone technology for our students and refrain from using a cell phone during the school day.
Appendix A: District Curriculum Accommodation Plan

A. Academic Supports

Assessment Supports
1. Provide credit recovery opportunities
2. Use data analysis to inform instruction and modify instruction based on student needs
3. Provide varied forms of assessments
4. Modify the language of the assessment to make it more accessible
5. Allow extended time
6. Provide varied assignments
7. Teach test-taking strategies
8. Use alternative setting for assessments
9. Provide timely and specific feedback about student performance
10. Communicate frequently with parents
11. Clarify directions
12. Provide rubrics to clarify expectations
13. Provide opportunities for student self-assessment
14. Adjust assignment length for quality vs. quantity

Instructional supports
1. Provide credit recovery opportunities
2. Provide dual enrollment opportunities
3. Provide wide range of after-school programs
4. Provide access to Homework Club
5. Utilize social media
6. Identify learning target and success criteria/language objectives for each class
7. Build a context for material
8. Preview new concepts
9. Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate
10. Provide multi-modal presentations
11. Emphasize points within written text/material
12. Point to visuals and captions while speaking, using your hands to clearly indicate the image that corresponds to your words
13. Use a variety of questioning to allow all students to participate
14. Vary student grouping for different purposes
15. Directly teach reading strategies
16. Clearly model steps, procedures, and questions to ask when solving problems
17. Provide models or examples of end products
18. Check for understanding frequently
19. Clarify directions or questions
20. Use ‘think alouds’ and other metacognitive strategies
21. Provide technology and assistive technologies
22. Provide scaffolding and supports
23. Provide assistance and direction with work
24. Provide copy of class notes, handouts
25. Provide enlarged copies
26. Provide manipulatives/concrete models
27. Provide learning aids, (calculators, computers) to help students focus on conceptual understanding
28. Provide study guides
29. Provide visual and transition cues
30. Provide wait time
31. Offer the use of graphic organizers
32. Provide small group instruction
33. Provide a variety of ways to respond: oral, choral, student white boards, concrete models, pictures, etc.
34. Support oral or written responses with sentence frames
35. Provide active learning experiences
36. Use predictable classroom routines for lessons, homework postings, etc.
37. Begin with an overview of topics each day (agenda and review of previous lesson
38. Teach study skill strategies
39. Accept computer-processed assignments
40. Reteach concepts with a different approach
41. Provide student conferencing time
42. Communicate with parents frequently
43. Provide language supports for ELs

Organizational supports
1. Provide daily planners to all students
2. Provide study guides and guided notes
3. Provide access to Homework Club
4. Utilize social media
5. Establish clear routines
6. Use time management tools, e.g. daily planner, assignment sheet, calendar, timers, and agendas
7. Provide templates/graphic organizers/visual aids when appropriate
8. Reformat handouts to provide more workspace and/or language support
9. Post homework assignments in a consistent location
10. Post and use learning targets and success criteria/language objectives
11. Help students develop study skills
12. Provide a timeline for long-range assignments with intermediate due dates
13. Provide models or examples of end products
14. Use of homework checks, homework help, targeted homework completion (quality vs. quantity)

B. Behavioral, Social, and Emotional Supports
1. Set clearly defined standards for behavior
2. Cue student for change of behavior
3. Establish clear expectations/standards
4. Provide breaks as needed
5. Provide access to a guidance counselor
6. Provide access to a school adjustment counselor
7. Communicate frequently with parents
8. Instructional supports
9. Establish clear routines: behavioral, social, emotional
10. Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.
11. Utilize a school psychologist
12. Learn about who your students are outside of your classroom
13. Organizational supports
14. Use data analysis to monitor positive behavior changes
15. Use transition cues prior to any changes
16. Use diverse classroom management strategies
17. Personally connect with your students each day

C. Physical and Medical Supports
1. Provide access to nurse’s office and bathroom
2. Give permission to carry water bottles
3. Allow snacks
4. Allow wearing of a hat or scarf
5. Limit distractions (auditory and visual)
6. Use visual, auditory, and transitional supports
7. Instructional supports
8. Provide clearance to leave class 2-3 minutes early
9. Give preferred seating
10. Provide student escort
11. Allow for movement
12. Offer flexible student groupings
13. Allow alternative setting for testing
14. Provide strategic seating
15. Organizational supports
16. Provide a chair/pillow to elevate extremities
17. Provide access to content materials (books, electronic version of books, etc.) from home
18. Provide use of elevator
19. Experiment with the use of classroom space
Appendix B: Common Tasks in Aspen

A. How to set Preferences
B. How to set Assignments to public
C. How to add special codes for an exempt assignment
D. How to add special codes for a missing assignment
E. How to print Class Rosters
F. How to run a YTD grade report
G. How to Post grades
H. How to print Grade Verification sheets
I. How to view full Transcripts
J. How to Post Senior final grades
K. How to submit a Discipline Referral
L. How to Update your Midterm Progress Postings
M. How to Post End of Quarter Grades for Q1 and Q3
N. How to Post End of Quarter Grades for Q2 and Q4

A. How to set Preferences:
1. From main page click “preferences” in the upper right hand corner below your name
2. Select the “gradebook” tab in the pop-up window
3. Set your preferences as shown to the right.
4. Those marked in red are open to your personal preference
5. Click “ok”
B. How to set Assignments to public:

1. From the main page click on “gradebook”
2. Click “assignments” on the left side menu
3. Click the “options” button in the top menu
4. Select “mass update”
5. Select “visibility type” for field
6. Select “public” for value
7. Click “update”

C. How to add special codes for exempt assignments (assignment will NOT calculate as a 0):

1. From the main page click “tools”
2. Select “special codes” on the left side menu
3. Click the “options” button in the top menu
4. Select “add”
5. Write “EX” for the code
6. Select “exempt from calculations” for the behavior
7. Select any color (dark colors show up best on-screen)
8. Click “save”

D. How to add special codes for missing assignments (assignment will calculate as a 0):

1. From the main page click “tools”
2. Select “special codes” on the left side menu
3. Click the “options” button in the top menu
4. Select “add”
5. Write “M” for the code
6. Select “calculate as a zero” for the behavior
7. Select any color (dark colors show up best on-screen)
8. Click “save”

E. How to print Class Rosters:

1. From the main screen, click on “Gradebook”
2. Click the “reports” button in the top menu
3. Select “students”
4. Select “class lists”
5. Click “run”

F. How to run a YTD grade report:

2. Go into a class grade book
3. Click “scores” on the left side menu
4. Click the “reports” button in the top menu
5. Select “YTD Grade average”
6. Click “run”

G. How to Post grades:
1. Go into a class grade book - scores
2. At the top right, change the “Grade Columns” column to either “Post Columns – Progress” or “Post Columns – Term”
3. Make sure the “Term” column next to this is in the correct term (Q1-Q4)
4. Click the “Update Post Columns...” button to the right side of this top menu
5. Add your specific comments for each student in the columns designated as C1- C3 next the corresponding term
6. For Semester exams, grades must be entered in a separate column marked “MYrEx” or “Fnl Exm”
7. Click the “Post Grades...” button to the far right of the top menu and turn the pins RED

H. How to print Grade Verification sheets:
*Verification sheets should be created after midterms (and contain T1, T2, ME grades and comments) and after finals (and contain T3, T4, FE grades and comments)*

1. Go into a class grade book - scores
2. Use the same view settings as when the grades were posted (Post Columns – Term and Q1) for example
3. Click the “reports” button in the top menu
4. Select “grade book sheet with comments”
5. Click “run”
6. Choose to print or save
7. Repeat for each term in each class, as needed

I. How to view full Transcripts:

1. From the main screen, click the “student” tab on the top left
2. Click on the student you are looking for
3. Click “transcripts” on the left side menu
4. Click the icon shaped like a funnel on the top right side
5. Select “all records”

J. How to Post Senior final grades:

1. Go into a class grade book - scores
2. At the top right, change the “Grade Columns” column to “Post Columns – Term”
3. Make sure the “Term” column next to this is in the correct term (Q4)
4. Click the “Update Post Columns...” button to the right side of this top menu
   a. For “grade term” select “Q4”
   b. For “grades to post” select “Term grades for YOG 2020 only”
5. Add your specific comments for each student in the columns designated as C1- C3 next the corresponding term.
6. For Semester exams, grades must be entered in a separate column marked “Fnl Exm”
7. Click the “Post Grades...” button to the far right of the top menu and turn the pins RED

K. How to submit a Discipline Referral

1. On your Home page, in the Tasks widget, click the “Initiate” button in the top right corner
2. Click the “Workflow drop-down”, and select “Conduct Referral”
3. At the “Date” field, today’s date automatically appears. Type or click on “calendar icon” to select a previous date
4. In the Student Selection section, select “Selected” to choose one student (each student must be written up individually) from the alphabetical list and click “ok”.
5. Click “Next” 
6. On the Conduct Referral Details screen:
   a. **If applicable**: In the “Victim” field, click the “Magnifying glass icon” to select the student who was victimized by the offending student.
   b. In the “Incident date” field, today’s date automatically appears. Type or click on “calendar icon” to select a previous date.
   c. In the “Incident time” field, the current time automatically appears. Edit this field to change the time, if needed.
   d. In the “Incident code” field, click the “Magnifying glass icon” to select a code that best describes the incident or is the most serious offense (if more than one).
   e. Click the “Incident location” drop-down to select the location of the incident. Enter a specific room below if available.
   f. In the “Incident description” text box, type a detailed description of the incident.
   g. In the “Prior staff action” field, click the “Magnifying glass icon” to select from the 7 options available.
7. Click “Next” and “Finish”.

**L. How to Update your Midterm Progress Postings**

**POSTING PROGRESS REPORT GRADES – ALL QUARTERS**

Remember: Posting progress report values is a 2-part process. First, you must **UPDATE POST COLUMNS**. This will take your current gradebook average and put it in the quarter average column you designate (MT1, or MT2, or MT3, or MT4). Second, you will **POST VALUES**.

**Part 1 – UPDATING POST COLUMNS**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Assignments</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-04</td>
<td>ELBI-316-11</td>
<td></td>
</tr>
</tbody>
</table>

- Log on to Aspen
- Click on the **Gradebook** top tab
- Click on **Scores** Sidetab
- Use the toggle buttons on the top right to advance between classes. Select the class you would like to view.
Change your fieldset (little graph icon on top left) to “HS Default Fields”. This will let you see the House and Home Language for your student.

From Grade Columns on top left
Select Post Columns Progress
Check the TERM dropdown - select the quarter you are in. You will see green push pins at the top of each column.

Click the button Update Post Columns… on the top right.

A new box will appear.
Select Grade Term from the dropdown, and select the appropriate term (Q1, Q2, Q3, or Q4).
Select Grades to update from the drop down, and select Progress grades for all students.
Click Next

Choose Average: Q1 (Q2, Q3, or Q4) from the dropdown menu.
Click Next
Click Finish
Your Q# averages should be now copied into the MT# column.

**Part 2 – POSTING GRADES**

Click on the Post Grades… button.

A Post Grades box will come up…

For Grade Term select Q2 (Q1, or Q3, or Q4)

For Grades to Post select Progress grades for all students

Click OK

If you’ve done it right, two things will happen…..

1. All of your pins will be **RED**
2. On your front PAGES, you will see a **GREEN CHECKMARK** in the grades posted column.

**NOTE** If your pins are **Black**, it means you have some values that are invalid or missing (please make corrections and repost). If you pins are still **Green**, it means you haven’t posted…. please try again.
M. How to Post End of Quarter Grades for Q1 and Q3

**Posting Term Grades in X2 – Quarters 1 + 3**

Remember: Posting grades is a 3-part process. First, you must **UPDATE POST COLUMNS**. This will take your current gradebook average and put it in the appropriate quarter average column (Q1, or Q3). Then, you will **POST COMMENTS**. Finally, you will **POST GRADES**. You have to do each step for this to work properly.

**Part 1 – UPDATING POST COLUMNS**

<table>
<thead>
<tr>
<th><strong>Log on to Aspen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Click on the <strong>Gradebook</strong> top tab</td>
</tr>
<tr>
<td>Click on <strong>Scores</strong> Sidetab</td>
</tr>
<tr>
<td>Use the toggle buttons on the top right to advance between classes. Select the class you would like to view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Change your fieldset (little graph icon on top left) to “HS Default Fields”. This will let you see the House and Home Language for your student.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>From <strong>Grade Columns</strong> on top left Select <strong>Post Columns Term</strong> Check the <strong>TERM</strong> dropdown - select the quarter you are in. You will see green push pins at the top of each column.</td>
</tr>
<tr>
<td>Click the button <strong>Update Post Columns…</strong> on the top right.</td>
</tr>
</tbody>
</table>
A new box will appear.

Select **Grade Term** from the dropdown, and select the appropriate term (Q1 or Q3).

Select **Grades to update** from the dropdown, and select **Term grades for all students**.

Click **Next**

Choose **Average: Q1 or Q3** from the dropdown menu

Click **Next**

Click **Finish**

Your Quarter averages (Q1 or Q3) should be now copied into the appropriate Term column (T1 or T3).

**PART 2 – POSTING COMMENTS**

You should still have **Post Columns – Terms** selected from the **Grade Columns** drop down box. And the **Term** drop down should have **Q1** selected. It should look a little like this…

To put in comments click in any of the boxes in the comment columns. You can insert comments using two methods.

1. You can use your cheat sheet and type the number of the comment in the box you want to use.
Remember to add a P or S to the number to match the Home Language. (e.g., 607s)
---OR---
2. Under Options, select Lookup (Ctrl-L) from drop down list. This will show you a list of comments to choose from. Select comment from the pick list (10 comments on each page, use the arrows to toggle, or select a range from the drop down) and select OK.

If you want to put the same comment for most of the class then click in the first comment box you would like to copy and then and click on Options/ Fill-Down Values (Or just type Ctrl-D)

You can then just delete the exceptions and add a different comment from the list – Ctrl-L

BE SURE TO CLICK OUT OF THE BOX SO THE ENTRY WILL BE SAVED!!

Comments will save automatically after inputting them. The box will highlight yellow, and then be gray again. You might see a “saving” comment.

You can add other comments in the C2 or C3 boxes if you wish
Part 3 – POSTING GRADES

Click on the Post Grades… button.

A Post Grades box will come up…

For Grade Term select Q1 or Q3

For Grades to Post select Term grades for all students

Click OK

If you’ve done it right, two things will happen…..

3. All of your pins will be RED
4. On your front PAGES, you will see a GREEN CHECKMARK in the grades posted column.

**NOTE** If your pins are Black, it means you have some grades or comments that are invalid or missing (please make corrections and repost). If you pins are still Green, it means you haven’t posted….please try again.
### PRINTING A HARD COPY OF YOUR GRADES

After you post your grades, you can print a summary of your gradebook.

Select **Reports** on top left
Select **Gradebook Sheet** from the list

A new box will appear entitled **Gradebook Sheet**

Select **Portrait** for Orientation

**Hide Student Names** should be unchecked

**Alternate Display** should be grayed out

**Format** should be PDF

Click **Run**

It should be in your downloaded files, or open automatically.
N. How to Post End of Quarter Grades for Q2 and Q4

**Posting Term Grades in X2 – Quarters 2 + 4**

Remember: Posting grades is a 3-part process. First, you must **UPDATE POST COLUMNS**. This will take your current gradebook average and put it in the quarter average column (T2 or T4). Then, you will **POST COMMENTS**. Finally, you will **POST GRADES**. You have to do each step for this to work properly.

### Part 1 – UPDATING POST COLUMNS

<table>
<thead>
<tr>
<th>Action</th>
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</tr>
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</tr>
<tr>
<td></td>
<td>Check the <strong>TERM</strong> dropdown - select the quarter you are in. You will see green push pins at the top of each column.</td>
</tr>
<tr>
<td></td>
<td>Click the button <strong>Update Post Columns</strong>… on the top right.</td>
</tr>
</tbody>
</table>
A new box will appear.

Select **Grade Term** from the dropdown, and select the appropriate term (Q2 or Q4).

Select **Grades to update** from the dropdown, and select **Term grades for all students**.

Click Next

**FOR QUARTER 2:** If you have a FULL YEAR course, then….

1. In the **Mid-Year Exam** dropdown, choose the corresponding assignment in your gradebook (or you can enter the Mid-Year Exam grades in manually).
2. From **Term 2**, choose **Average: Q2** from the dropdown menu.
3. Leave the **Final Exam** dropdown blank.

Click Next
Click Finish

Your Q2 averages should be now copied into the T2 column; Your Mid-Year Exam grades should be in the MYEX Column.

If you have a SEMESTER course, then…

1. Leave the **Mid Year Exam** dropdown blank.
2. From **Term 2**, choose **Average: Q2** from the dropdown menu.
3. In the **Final Exam** dropdown, choose the corresponding assignment in your gradebook (or you can enter the Final Exam grades in manually).

Click Next
Click Finish

Your Q2 averages should be now copied into the T2 column; Your Final
Exam grades should be in the Fnl Ex Column; and your Final averages should be in the Final and YTD columns.

| Final Grade | District Calculation | |  
| Mid-Year Exam | (Do Not Update) | |  
| Term 2 | (Do Not Update) | |  
| Final Exam | (Do Not Update) | |  
| YTD Avg | District Calculation | |  

**FOR QUARTER 4:** If you have a FULL YEAR course, then….

1. Leave the **Mid-Year Exam** dropdown blank.
2. From **Term 4**, choose **Average: Q4** from the dropdown menu.
3. In the **Final Exam** dropdown, choose the corresponding assignment in your gradebook (or you can enter the Final Exam grades in manually).

Click Next
Click Finish

Your Q4 averages should be now copied into the T4 column; Your Final Exam grades should be in the Fnl EX Column; and your Final averages should be in the Final and YTD columns.

If you have a **SEMESTER** course, then…

1. Leave the **Mid-Year Exam** dropdown blank.
2. From **Term 4**, choose **Average: Q4** from the dropdown menu.
3. In the **Final Exam** dropdown, choose the corresponding assignment in your gradebook (or you can enter the Final Exam grades in manually).

Click Next
Click Finish

Your Q4 averages should be now copied into the T4 column; Your Final Exam grades should be in the Fnl Ex Column; and your Final averages should be in the Final and YTD columns.
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---

**Part 3 – POSTING GRADES**

Click on the **Post Grades…** button.

A **Post Grades** box will come up…

For **Grade Term** select **Q2**

For **Grades to Post** select **Term grades for all students**

Click **OK**
If you’ve done it right, two things will happen…..

5. All of your pins will be **RED**
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