

MILTON ACADEMY



2018–2019
MIDDLE SCHOOL
STUDENT HANDBOOK

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WELCOME

Welcome

Welcome to the Middle School at Milton Academy. In Ware Hall, students in Grades 6, 7 and 8 transitioning between elementary school and high school find a supportive environment, teachers dedicated to this age group, and opportunities to try new activities. Our community is close-knit: teachers, coaches, advisors and administrators know the students well and encourage them to take increasing responsibility for their learning and for their emerging moral code. We expect our students to “Dare to be true.”

This *Middle School Student Handbook* includes information about the Middle School program. The *Handbook* should be both a reference and a guide for you. As a reference, it should provide answers when questions arise. As a guide, it should provide the School's expectations and the names of the people who help students with their lives at school. We have high expectations for Middle School students. We assume that Milton students are capable and motivated to do their best; we also understand that young people need adults who trust them and support them. So students, don't worry if you forget or make a mistake; you are here to learn, and we are here to help you.

Please read this *Handbook* carefully, and ask questions of your advisor about anything that seems confusing.

Milton Academy Mission

Milton Academy cultivates in its students a passion for learning and a respect for others. Embracing diversity and the pursuit of excellence, we create a community in which individuals develop competence, confidence and character. Our active learning environment, in and out of the classroom, develops creative and critical thinkers, unafraid to express their ideas, prepared to seek meaningful lifetime success and to live by our motto, “Dare to be true.”

Middle School Common Purpose

The Milton Academy Middle School provides a challenging academic program in a safe environment dedicated to the developmental needs of Middle School students. Our faculty work together to create a community that supports our young adolescents as they experience significant intellectual, social, emotional and physical change. We foster respect for self and others, appreciation of difference, and responsibility for one's actions. Our core group of teachers and small class sizes promote cooperation and collaboration. Students engage in both traditional and innovative activities that encourage them to develop strong habits of mind. Middle School students participate in a rigorous, integrated curriculum and inclusive arts and athletics programs to prepare them for success in the Upper School and, ultimately, in a diverse and complex world.

Diversity

Our Mission in Action: Providing Mirrors and Windows

At Milton, we celebrate our differences as well as our similarities. The idea that each individual brings a unique and valuable dimension to our shared experience drives the relationships in our community. To us, growing and learning among individuals who share widely divergent life stories, and appreciating their respective cultures, is an invaluable aspect of a true education.

Nurturing a respectful and inclusive school culture means paying close attention to individual experiences, our curriculum, admission work, and our daily lives at school. We partner with families to help children broaden their view of themselves and others by ensuring that they encounter mirrors of their own background and experience, as well as windows of difference.

We teach, practice, and appreciate open-mindedness and awareness, explicitly developing respect for many aspects of diversity, including race or ethnicity, socioeconomic situations, religion, gender, national origin, family composition, sexual orientation, physical or psychological difference, and political affiliation. We encourage our students to be active citizens, questioning and countering various forms of prejudice. We enable students to experience, understand and support the notion that “Everyone is one of us.”



- Phone Numbers
- Change of Contact Information
- Cancellation of School
- Contacting Faculty and Students
- Emergency Communications

Phone Numbers

Milton Academy Switchboard	617-898-1798
Todd Bland, Head of School	898-2200
Nancy Anderson, Middle School Principal	898-2322
Samantha Cristoforo, Middle School Office	898-2368
Middle School Fax	898-2505
Jacqui Pennini, Middle School Dean of Students	898-2527
Joshua Kronenberg, Grade 8 Dean	898-2529
Emily DiDonna, Grade 7 Dean	898-2316
Sonya Conway, Grade 6 Dean	898-2206
Sam Landau, Middle School Athletic Director	898-2565
Nicci King, Middle School Counselor	898-2559
Liz West, Learning Specialist	898-2298
K-8 Nurse's Office	898-1671
Health Center	898-2450
Campus Safety	898-2911

Change of Contact Information

Parents and students are encouraged to keep their contact information up to date in *myMilton*. Alternatively, all changes of family contact information may be sent to Milton Academy via mail, email or voicemail, using the following addresses:

Mail: Address Updates

c/o ATS Department

Milton Academy

170 Centre Street

Milton, MA 02186

Email: directory_feedback@milton.edu

Voicemail: 617-898-2929

Cancellation of School

In the event that School is canceled or delayed because of weather conditions, parents and faculty will be contacted via email, phone and/or text message by approximately 6 a.m. Parents should maintain their contact information in *myMilton*. Families may also learn about School cancellations by checking the Milton website, calling the School switchboard beginning at 6 a.m., or by listening to the following radio and TV stations: WBZ 1030 AM, WBZ-TV4, WCVB-TV5, WHDH-TV7 and NBC Boston-10.

Contacting Faculty and Students

Messages

To reach a student during the day in case of an emergency, please call the Middle School office at 617-898-2368. We will post the messages for students. The best way to reach faculty members is via email, using the following address convention: first name_last name@milton.edu. Messages may also be left at the Ware Hall office.

Mail

Send faculty mail to 170 Centre Street, Milton, MA 02186, where it will be delivered to the faculty member's mailbox.

Telephone

The School's main number accesses a computerized system that offers certain information. If you know the telephone number of the faculty or staff member you would like to reach, you may dial that number directly. An emergency phone number, 617-898-2911, is answered 24 hours a day.

Emergency Communications

To contact Campus Safety in case of emergency, dial 2911 from any campus telephone, or dial 617-898-2911 from any other telephone. Calls to this number will be answered by a Campus

Safety officer 24 hours a day.

Dial 911 from any campus telephone to reach outside emergency services. Dialing “7” first is not necessary when contacting outside emergency services. If a situation merits a 911 call, please call Milton Academy Campus Safety as well.

In the case of a national, state or local emergency, the School will communicate appropriately with parents through email, website announcements, and radio and television announcements. The School will also use the Milton Academy Campus Emergency Network system, which includes indoor and outdoor speakers, text messaging and email, notifying faculty and students instantaneously in the event of a school-wide emergency. This communication will be followed with updates posted on www.milton.edu.

In the event of a national, state or local emergency, family and friends should not call the Campus Safety extension, as that line should be kept free for on-campus communication.





A DAY IN THE LIFE

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Schedule

A typical daily schedule

8:00–8:20 a.m.	Advisory or assembly (attendance required)
8:25–9:10 a.m.	Period 1
9:15–10:00 a.m.	Period 2
10:00–10:15 a.m.	Recess
10:15–11:00 a.m.	Period 3
11:05–11:50 a.m.	Period 4
11:55 a.m.–12:25 p.m.	Lunch (Period 5)
12:30–1:15 p.m.	Period 6
1:20–2:05 p.m.	Period 7
2:10–2:25 p.m.	Assembly or recess
2:30–3:45 p.m.	Athletics and arts (arts only for fall play and winter musical)
3:45 p.m.	Dismissal

A DAY IN
THE LIFE

Start Time

Middle School starts at 8 a.m. Families who drive should plan to arrive by 7:50 a.m. so that students may be seated in advisory groups or in the assembly room promptly at 8 a.m. If a student will be late or absent, his or her parent must call the Main Office in the Middle School at 617–898-2368.

Morning Assembly

Monday, Tuesday, and Thursday:

Students meet in their advisory groups to start the day.

Wednesday:

On Wednesday mornings we will go directly to first period to start the day. We will have time after the second academic period for a grade-level meeting right before recess.

Friday:

All Middle School students and faculty gather together in our assembly room at 8:00 a.m. Announcements, performances and schedule changes are presented at this time.

Academic Day/Homework

During the Middle School years, students gain independence and responsibility. We expect students to become accustomed to working with teachers who have different teaching styles, expectations and homework policies. The academic experience balances independent and group work, where each student is expected to do a fair share.

Students attend classes in mathematics, English, social studies, science and foreign language. These are often called the “homework courses.” Students should expect 20 to 30 minutes of homework for each class meeting depending on the grade level. Students work at various speeds, so this time expectation is an approximation. While students may complete assignments in less time, we expect them to put forth their best effort every day. A student who completes a homework assignment quickly is expected to review course material. If a student is having difficulty completing assignments, we encourage him or her to talk with a teacher or advisor so we can arrange for appropriate support strategies.

In addition to the “homework courses,” all Middle School students take courses in the visual arts, performing arts, music and an additional course that incorporates study of technology and programming. Students in the 7th and 8th grades also take a course called “360,” which is taught in sections by the Middle School counselor and the learning specialist with a focus on social and emotional development and intellectual and cognitive development.

Lunch

Lunch is served daily in Elliott Commons, the dining facility in Norris House, from 11:55 a.m. to 12:25 p.m. On Wednesday, students will eat lunch during either fifth or sixth period, depending on when their activity meets.

Middle School students and faculty are expected to bus their own dishes. When students are finished with their lunches, they take their dishes to the wash room and leave the tables clean. Students are expected to stay at lunch until 12:15 p.m., at which time they are dismissed to recess on the adjacent field.

Activities

Activity periods occur during fifth or sixth period on Wednesday for Grades 6, 7 and 8. Each student chooses an activity in September and another at the end of January in which he or she will participate for the semester. Over the years, activities have included speech team, chess, rock climbing, newspaper, yearbook, and math team. Some activities are available for both semesters.

Speech Team

The Middle School speech team is a co-curricular activity designed to train students in the fundamentals of performance, literary interpretation and public speaking. Although the primary coaching sessions take place during the Wednesday activity period with teachers and Upper School coaches, additional coaching is available after school. Throughout the academic year, students have the option to travel on Sundays to local tournaments. Tournament sites often include the Pike School, the Nashoba Brooks School, Wilson Middle School, Shrewsbury Middle School, Jewish Community Day School and the Foley Invitational hosted at Milton Academy. Students may compete in one or more of the following categories: Play Reading, Prose Interpretation, Original Oratory, Impromptu Speaking, Poetry Interpretation, Duo Interpretation, Declamation and Novice Reading. Members of the team are also members of the National Junior Forensic League Honor Society.

Athletics

We believe that participating on a team sport or being engaged in physical activity is an important part of a student's development at the middle school level. The fundamental purpose of Milton Academy's Middle School Athletics program is to provide opportunities for each student to acquire, develop and improve skills in a variety of athletic areas. Our objectives include fostering a lifelong appreciation for physical activity and providing a safe environment where students are able to have a fun and rewarding experience. Through our athletics program, Middle School students make friends, develop skills, compete against other teams, learn the value of teamwork and sportsmanship, experience leadership, and represent the School.

Athletics Requirement

All Middle School students are required to participate in one of three options for our Afternoon Program: 1) Interscholastic Athletics, 2) Wellness Program 3) Performing Arts (a play in the fall and musical in the winter).

Interscholastic Sports Offered

Fall: Boys' Soccer, Girls' Soccer, Co-ed Cross Country, Field Hockey, Flag Football

Winter: Boys' Basketball, Girls' Basketball, Co-ed Ice Hockey, Co-ed Squash

Spring: Boys' Lacrosse, Girls' Lacrosse, Baseball, Softball, Co-ed Track, Boys' Tennis, Girls' Tennis

Wellness Program

This program is designed for students in the Middle School who may not want to compete on an interscholastic team for that season. Wellness meets five days a week and will include a host of lifetime sports and activities. Sports that have been offered in the past include: yoga, kick-boxing, indoor rowing, fitness, tennis, squash, badminton, hiking, kayaking, skiing and snowboarding at nearby Blue Hills (weather dependent), and other fun gym games.

Contact Sports

We offer two contact sports: co-ed ice hockey and boys' lacrosse. Given the physical nature of these sports, we ask our coaches to use their discretion when assigning playing time. Safety is our top priority; therefore, there may be games in which your child does not participate or receives minimal playing time. In our other sports offered, we place more equity on playing time. All students who wish to play ice hockey must have previous skating experience and their own equipment. No previous experience is necessary for boys' lacrosse.

Daily Schedule and Game Days

Athletics will begin after school on Monday, September 10,, 2018. On Mondays, Tuesdays and Thursdays throughout the year, practice is scheduled from 2:30–3:45 p.m. Wednesdays and Fridays are typically game days. Teams that do not have a scheduled game on a Wednesday or Friday will have practice. Students are expected to bring to school the clothing and equipment they will need for athletic practice and games.

Game Day Information/Game Schedules/Cancellations

Please visit our Middle School athletics website at www.milton.edu/K8/athletics for game day information. This website is updated daily, as some games are canceled, added and changed. On this page you will find your child's team, the time and location of the game, directions (if it is on an opponent's campus) as well as the departure and return time of the bus (if it is an away game). This is the most up-to-date place to access game day information on a team.

The athletic website will update by noon if weather is questionable on game days. In bad weather, Middle School teams will always practice indoors, even if a game is canceled. Practice times will be 1:30–2:30 p.m. on Wednesdays and 2:15–3:30 p.m. on Fridays.

Middle School and Upper School Athletics Programs

Only Middle School athletes with exceptional athletic talent will be considered candidates for playing with varsity teams; fundamentally a Middle School student should play with his or her peers, giving directly to the Middle School community. However, in certain rare cases, when a student's athletic talent far exceeds that of his or her Middle School peers and he or she could contribute significantly to a varsity team, the student will be considered a candidate for playing with a varsity team. Once a Middle School student is identified as a possible player at the varsity level, the following procedure must be followed for approval.

1. A request about a particular student is initiated by the appropriate Varsity Head Coach to both the Director of Athletics for the Upper School and the Middle School Athletic Director.
2. In conjunction with the student's advisor, teachers and the Middle School principal, the student will be evaluated for appropriate academic standing, social development and physical preparedness to move onto a varsity team.
3. The student will meet with his or her advisor, the Middle School Athletic Director and the coaches to go over expectations and responsibility.
4. The student's parents will discuss the option with the Varsity Head Coach and the Athletic Directors.

Upon approval from necessary constituents and agreement on expectations by the student and family, the student may begin playing with the Varsity team and will attend practices, games and team functions as expected.

In general, it is recommended that involvement be limited to one season. In rare circumstances, a student could be considered for a second season.

Injuries/Illnesses/Medical Appointments/Outside School Activities

Medical appointments and outside-of-school activities should not conflict with the athletics program. Athletics is considered part of the school day and the Middle School curriculum. Appointments and other outside-of-school activities should be scheduled after 3:45 p.m. on practice days or during mud weeks and vacation periods. If a student requires an emergency medical appointment, the parent should contact the athletic director as soon as possible to discuss the absence. If a student is injured and cannot participate in athletics, he or she is still required to attend practices and games or physical therapy with our training staff. In the event of a prolonged injury, parents should contact the athletic director to work out a schedule that makes sense and is in the best interest of the student.

Team Selections and Ability Splits

While most of our sports can only accommodate a single team composed of students in Grades 6, 7 and 8, some sports have enough participation to warrant the creation of multiple teams. Currently those sports with multiple teams include boys' and girls' soccer, boys' and girls' basketball, and in some years baseball. For these sports, we will conduct a tryout the first week of the season.

All students in grades 6, 7 and 8 will have an opportunity to tryout for our “A” team. The A team will include the highest skilled and more experienced athlete regardless of age. Students who do not make the A team will comprise the B team or they may elect another interscholastic sport, the drama option, or the wellness program (numbers permitting for all). All students will be placed on a team and participate in games. We want playing time to be balanced for all of our players, and, for reasons of safety, competitiveness and sportsmanship, playing time may not always be equal for all athletes in all games. We hope that over the duration of the season each player will have opportunities to participate significantly in games and make contributions to the team.

Squash will incorporate a team selection based on ability. Students will try out for the team and if they do not make the cut they will be placed in their second choice for the winter afternoon program. The team will consist of 28 squash players, divided equally by gender, and a numbered tier system by grade (twelve 8th graders, ten 7th graders, and six 6th graders). Intramural squash opportunities will be provided through our wellness curriculum in both the fall and spring seasons.

Athletics Exemption Process

Students may apply for a waiver from the afternoon athletics program, which will be considered on a case-by-case basis. We feel that our athletics program is a vital part of the growth and development of our Middle School students and, therefore, only under special circumstances, and along with a completed application, will a student be considered for an exemption from the program.

Criteria for a Waiver

1. The student must have already demonstrated a high level of skill in and commitment to the activity and have aspirations to compete at the regional or national level.
2. The student must be engaged in a professional level of instruction for a minimum of six hours per week (Monday through Friday) in the activity.
3. The student must be supervised by a coach or instructor who will follow the student’s progress throughout the season.
4. A written proposal detailing the activity and program in which the student is involved, including the days of the week and hours of participation, must be submitted to the athletic director by August 15 for the fall season, October 15 for the winter season, and February 15 for the spring season. The athletic director, Middle School principal, and the student’s grade-level dean will consult and notify parents of their decision before the start of the season.
5. The student must be picked up from School by 3:00 p.m.

Drama

In the Middle School, students experience and explore the performing arts through curricular offerings in each grade, as well as opportunities in our Afternoon Program. All students in Grades 6, 7, and 8 participate in performing arts classes as part of their curricular day. Grade 6 drama students take creative risks and gain confidence in performing for others through studies in public speaking and storytelling. Grade 7 students gain insight into the world of drama behind the scenes through explorations in stagecraft and design. In Grade 8, students focus on creating original works in the course of studying improvisation and acting techniques, playwriting, and devised theatre. These experiences provide a strong foundation for future artistic endeavors while also supporting holistic growth as students develop skills in creative thinking, listening, communication, spontaneity, perspective taking, and collaboration.

As part of our Afternoon Program, students may choose to participate in a play during the fall season and a musical during the winter, culminating in performances for the community. No prior experience is necessary, and students may sign up for one or both of these productions. Rehearsals take place every day at the same time as our athletic practices during the fall and winter, with the exception of extended rehearsals during production weeks. Directors will communicate production dates and schedules at the start of the season. Our fall production often focuses on exploring original plays and newer works, including *Totality*, *The Basement Beanstalk*, *And Then You Wake Up*, and *The Portrait at the Elswood Estate*. Recent winter musical productions have included *Singin’ in the Rain*, *Roald Dahl’s Willy Wonka*, *Beauty and the Beast*, and *Honk*.

Community Service

Students may participate in community service activities designed to enrich their social consciousness. Activities include planning fundraisers; volunteering at sites such as Rosie's Place and helping with Special Olympics competitions. School-sponsored fundraisers must be approved by the Middle School principal. Outside fundraisers are discouraged and must be approved by the Middle School principal.

Dismissal

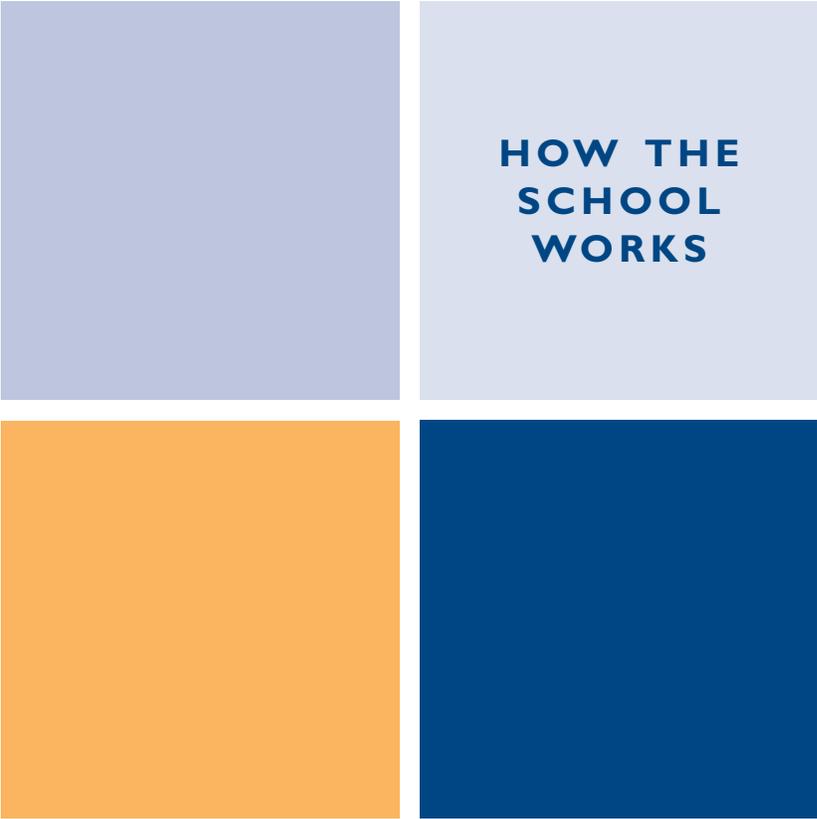
School ends at 3:45 p.m. on Monday, Tuesday and Thursday. On Wednesday and Friday students typically have games and will be dismissed after the games according to the weekly athletic schedule. If a team does not have a competition, students will typically have practice on Wednesday from 1:30 to 2:30 p.m. and be dismissed at 2:45 p.m. depending on the availability of practice space. On Friday, students will practice from 2:15 to 3:30 p.m. and be dismissed at 3:45 p.m. Changes in dismissal times will be communicated directly to parents.

After School Program

The After School Program is offered to students in Grades 6, 7 and 8 Monday through Friday, from 4 p.m. to 5:45 p.m. in Ware Hall. This is a drop-in program available to all Middle School students. Students may begin arriving to After School at 3:45 p.m.; all students must be signed in by 4 p.m. Students not attending After School must be picked up or on the bus by 4 p.m. Students attending After School must be picked up by 5:45 p.m. in the Ware Loop.

Students who leave the After School room must sign out with their teacher, indicating the time they left and their destination; students must sign back in when they return. While in the After School Program, students are expected to study and do their homework. If homework is completed, students may read silently, work on challenge sheets, play board games or math games, or use the Internet on topics related to their studies.

A DAY IN
THE LIFE



HOW THE SCHOOL WORKS

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Health and Counseling Center Services
Incidental Accounts
Late and Incomplete Work
Personal Property
Reporting on Student Performance
Snack Bar
Socials
Student Directory
Extra Help Sessions
Testing
Vacations



Advising of Students

Advisors at Milton serve as a connecting link between students, parents and the School. Every student has an advisor who is responsible for overseeing the student's holistic experience and who stands ready to offer guidance and support at any time. The advisor sees each student frequently and prepares summary reports on his or her progress periodically throughout the year. If a student has academic or disciplinary problems, the advisor is always involved. Milton assumes and encourages frequent communication between parents and advisors.

Academic Support

I. Introduction

It is Milton Academy's goal, consistent with the Americans with Disabilities Act, as Amended by the Americans with Disabilities Amendments Act (collectively, the "ADA"), to ensure that individuals with disabilities are protected from discrimination and receive reasonable accommodations when necessary to ensure equal access to Milton Academy's programs and services. Milton Academy's process for requesting and making disability-based accommodations is set forth in this Milton Academy Middle School Academic Support and Accommodations Policy ("Policy").

To that end, Milton Academy is dedicated to working with students to provide counseling and support and, when appropriate, arrange accommodations tailored to meet a student's disability-based needs. Milton Academy recognizes that there are many types of disabilities that may require accommodations in the academic setting, including for example, chronic illnesses; physical limitations; mobility impairments; temporary concussions; visual and auditory impairments; mental health conditions; Attention Deficit Disorder (ADD/ADHD) and learning disabilities. Appropriate accommodations depend on the individual disability and must be narrowly tailored to meet an individual's disability-based needs, as described in more detail below.

II. Process for Identifying Student Vulnerabilities and Requesting Accommodations

A. Internally Identifying Student Vulnerabilities

If a student has been identified by a teacher and/or learning specialist as having a vulnerability in a specific area of his/her academic functioning, the teacher and/or learning specialist will raise the concern at a grade level team meeting. The grade level team is comprised of the grade level classroom teachers, the Middle School learning specialist, the Middle School counselor, the Middle School Dean of Students and the Middle School Principal. If a parent has a concern about his/her child's learning profile, he/she should contact the learning specialist. Once the concern is received, the learning specialist will collaborate with the grade level team. Based on the concern, the team will discuss helpful teaching strategies to consider implementing and recommend that the teacher and/or learning specialist should continue to monitor the pattern of behaviors and share observations with the team and student's parent in a timely manner. If the concern persists despite intervention, the team will work collaboratively to support the student and will be in communication with the student's parents to present an action plan. The action plan will be implemented for one month after which its effectiveness will be assessed. If the action plan is successful, the student's parent will be notified and the support plan will continue as needed. If the team feels that the student is still struggling despite the implementation of the action plan, the team will meet with the parent to discuss the possibility of tutoring services for the student and/or obtaining additional testing as a means to develop a deeper understanding of the obstacles to success and how best to address them. Recommendations for testing made by the team could include a neuropsychological evaluation, speech and language evaluation, occupational therapy evaluation, or physical therapy evaluation. The parent will be provided with options for evaluators who meet the requirements as stipulated in this Policy. Testing provided by an outside evaluator is the family's financial responsibility.

Once testing has been requested and the parent has selected an evaluator that meets the guidelines stipulated in this Policy, the learning specialist will ask the parent(s) to sign a release to speak with the chosen tester and the parent should submit the teacher intake forms provided by the evaluator to the learning specialist. The learning specialist will help to timely complete and submit the forms in collaboration with the classroom teacher. Once completed, the learning specialist will send the forms directly to the evaluator. The parent will then take his/her child to be tested.

B. Parent-Initiated Requests for Academic Accommodations

A parent who has a child in the Middle School with a documented disability that would like to request an academic accommodation should email or call Liz West, Middle School Learning Specialist, at liz_west@milton.edu or 617-898-2298.

In order for a student to be given a disability-based accommodation, a parent must submit current, comprehensive documentation which meets the guidelines and standards set forth below.

C. Documentation of Disability

Due to the diverse nature of disabilities, documentation requirements and the process of putting accommodations in place may vary based on the taxonomy of the condition. In most cases, documentation must be based on a comprehensive diagnostic/clinical evaluation that meets the guidelines outlined in this Policy, and the diagnostic report should include the following components:

- (1) A clear and specific diagnosis* of the disability and explanation of how it substantially limits one or more major life activity.

*The diagnosis should be based on the most current Diagnostics Statistical Manual (“DSM”) in publication at the time of the diagnosis, ICD-10 diagnostic criteria, and specific diagnostic section in the report with a numerical and nominal diagnosis from DSM or ICD-10 included. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator should use direct language in the diagnosis of a mental health disorder, avoiding the use of such non-specific terms as “suggests,” “has problems with,” or “may have emotional problems.”

- (2) The duration of the diagnosis and the duration of the relationship between the clinician and the student;
- (3) The functional impact the diagnosis has on the student’s academics;
- (4) The expected prognosis of the condition;
- (5) A summary of evaluation procedures, as well as diagnostic tests/evaluation results used to make the diagnosis; and
- (6) The clinician’s recommendations for accommodation based on the condition.

In addition to the foregoing, documentation of disabilities based on mental health conditions and learning disabilities, including ADD/ADHD will require a psycho-educational, neuropsychological or behavioral assessment that demonstrates the impact of the condition on the student’s learning and supports the need for the requested accommodation. These batteries should include aptitude and achievement tests.

Additional or specific documentation may be needed based on the type of condition and the accommodation being requested, in the Academy’s discretion.

Please note that neither a diagnosis of a disability, nor a clinician’s recommendation that a student receive an accommodation automatically qualifies a student for, nor mandates that Milton Academy automatically approve, a requested accommodation under the ADA. Rather, the requested accommodation must be reasonable and necessary to enable the student to enjoy equal access to Milton Academy’s programs and services, despite the disability. (See Section II(E) below for more details.)

Documentation supporting the diagnosis must be signed and dated by the professional conducting the assessment and include (without limitation) the following information regarding his/her credentials: name; title; evidence of both comprehensive training and relevant experience in differential diagnosis; all appropriate licensure/certification; area(s) of specialization; employment and city/state of practice.

Parents should provide the testing documentation outlined above to the student’s grade-level learning specialist. As the student progresses through the Academy, and subject to parental consent, the documentation will be given to the learning specialist working with the student and, when necessary, the Middle School principal and Middle School counselor. Testing documentation may also be shared with those teachers who will play a role in implementing particular teaching styles and necessary accommodations for the student.

E. Rationale for Requested Accommodation; Limitations

In order to establish that a requested accommodation is necessary to enable the student to enjoy equal access to Milton's programs and services, the parent must provide documentation from the professional conducting his/her child's assessment that: (1) establishes a clear link between the requested accommodation and the functional limitations of the student; and (2) demonstrates a convincing rationale and justification for the necessity of the accommodation.

The Academy has no obligation to provide an accommodation that is unreasonable, constitutes an undue burden to the Academy or would require a fundamental alteration of the Academy's program, as determined by the Academy in its reasonable discretion.

F. Credentials of Evaluator

Professionals conducting assessments, rendering diagnoses of disabilities and making recommendations for accommodations must be qualified to do so. Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose disabilities or who may serve as members of the diagnostic team. These individuals or team members may include psychologists, neuropsychologists, psychiatrists, clinical social workers, licensed counselors, and mental health nurse practitioners. Primary documentation may be provided from more than one source when a clinical team approach consisting of a variety of educational, medical, and counseling professionals has been used.

Diagnosis of mental health disabilities documented by family members will not be accepted due to professional and ethical considerations even when the family member is otherwise qualified by virtue and licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

III. Academy Generated Student Support Documents (Individualized Learning Guide and Evaluation Summary); Student/Parent Responsibilities

After a testing document has been received by the student's grade-level learning specialist, the learning specialist will schedule an individual meeting with the student's parent to discuss the testing experience and results from the testing. Following this meeting, the learning specialist will draw on recommendations from the testing, historical observations of the student by the learning specialist/classroom teachers, and parental input to write either an Individualized Learning Guide ("ILG") or an "Evaluation Summary."

The ILG is a read-only document intended to serve as a reference guide to inform teachers about a student's individual learning needs and ensure that needed supports are in place. The ILG includes relevant information from the testing and helpful teaching strategies, which enables teachers to address a student's unique learning style through differentiated instruction. The ILG will also include any accommodations to which the student is entitled under the ADA. For example, and without limitation: extended time on tests, a separate testing space, use of a laptop and calculator. An Evaluation Summary is a read-only document created by the learning specialist for a piece of testing which does not include any ADA accommodations.

The learning specialist will send the ILG or the Evaluation Summary to both the parent and the classroom teacher for their review prior to implementation, and also schedule a team meeting with the student's grade level learning specialist, the student's classroom teacher, the Middle School counselor, and, if necessary, school nurses or additional administrators (e.g., Middle School principal) (the "ILG team"). The purpose of this meeting is to discuss the helpful teaching strategies that will be implemented for the student based on the support document (e.g., ILG or Evaluation Summary).

If a student is on an ILG, there will be two optional ILG meetings during the academic year to review the accommodations and the effectiveness of specific teaching strategies used to address the student's vulnerabilities, which parents and students will be expected to participate in, as set forth below.

As the student progresses through the Academy, and subject to parental consent, ILGs and Evaluation Summaries will be shared with the learning specialist and faculty members working with the student that year on a need-to-know basis, and may be modified as needed to address the student's changing grade level and developmental needs.

Academic Warning

Academic warning occurs when we are concerned about a child's performance in one or more classes and we want to alert the student and his or her parent(s). A student can be placed on academic warning when he or she is not meeting the minimum requirements in at least one course. This is an intermediate step between academic probation and good academic standing. The decision to place students on academic warning will be made by the student's teachers and the Middle School principal. The principal will communicate the decision in writing to the student's parent(s). Students on academic warning may be required to attend regularly scheduled meetings with teachers, meet with the learning specialist or have specific responsibilities during study halls or after school. A student who demonstrates satisfactory improvement in performance following a full reporting period will warrant removal from academic warning. Students on academic warning for multiple reporting periods (progress reports and narrative reports) may be placed on academic probation. A student ending the year on academic warning will remain promotional and may be removed from academic warning for the start of the following year.

Academic Probation

Academic probation occurs when a student has been on academic warning and continues not to meet minimum requirements in at least one course. The decision to place a student on academic probation will be made by the student's teachers and the Middle School principal. The Middle School principal will communicate the decision in writing to the student's parent(s). The student's teachers, parent(s) and the principal will discuss specific measures to improve his or her performance. The approach may include, but is not limited to: attending regularly scheduled meetings with teachers, meeting with the learning specialist or having specific responsibilities during study halls or after school. When a student is on academic probation, faculty will be in regular communication with the student's advisor, who will provide weekly feedback to the student and his or her parent(s). The advisor, faculty and the principal will evaluate the progress of any student on academic probation after each reporting period. A satisfactory improvement in performance following a full reporting period will warrant removal from academic probation.

A student who remains on academic probation for two consecutive marking periods may be ineligible for promotion and may be required to withdraw from the School. In these cases, the Middle School principal will be available for consultation with the student's parent(s) about other schools that may be a better match for their child's needs. If an eighth-grade student ends the year on academic probation, he or she will be on academic probation for the first semester in the Upper School.

Assessment Policy

The Middle School faculty are committed to ensuring students learn the process of time management when preparing for assessments. Teachers will post most assignments and assessments in Google Classroom. Considering the developmental stages of our students, we will strive to meet the following assessment policies:

Grade 6—one test or paper and one quiz on any given day

Grade 7—two assessments on any given day during the first semester

—two tests or papers and one 10-minute quiz on any given day during the second semester

Grade 8—two tests or papers and one 10-minute quiz on any given day throughout the year

Teachers reserve the right to give a pop quiz (10 minutes long), which does not require advance preparation.

Promotional Requirements

All students must take mathematics, English, social studies, science and a classical or modern language. In addition, students partake in performing arts, visual arts, music, 360 (for Grades 7 and 8) and athletics. To be promoted, students must meet the minimum requirements of all these courses and be in good behavioral standing (see "Essential Expectations" on page 24). A student on academic warning or academic probation may be promoted conditionally.

Bookstore

The Milton Academy bookstore, located in the lower level of Warren Hall, stocks all books required for course study. The bookstore also sells a variety of school supplies, toiletries, books for pleasure reading, athletic clothing, snacks and gift items. The bookstore is open Monday through Friday from 10 a.m. to 4 p.m.

At the beginning of the academic year, the bookstore prepares a bag for each Middle School student containing the books and supplies that teachers have required of them.

Calendar

At the start of the year, the K–8 administration will distribute to parents an electronic list of important dates. The calendar will list major planned events along with times and locations. We encourage families to check Milton’s online calendar at www.milton.edu/K8 and reference the weekly K–8 News to find up-to-date information about School.

Computers and Computer Lab Rules

All Middle School students are provided a school-owned Chromebook to use for academic purposes for the whole school year. Additionally, the Academic Computer Centers, located in the Schwarz Student Center and Cox Library, provide students in the Middle and Upper Schools with networked computers, laser printers and scanners, and are open from 7:30 a.m. to 9:45 p.m. (See also “Computing and Network Policies and Regulations” on page 30.) Rules for using the School’s computer labs are as follows:

1. No food or drink is allowed in the computer lab.
2. Be respectful of the equipment.
3. Return chairs to their respective computers when done.
4. Print only as needed and recycle all paper.
5. Log off when finished.
6. Report any problems to the Middle School office or email the Help Desk.

Cox Library

Cox Library provides an extensive range of resources for the Middle and Upper Schools. The collection includes approximately 46,000 books available in open stacks, and more than 150 periodicals and newspapers. Further resources include a rich collection of subscription databases and carefully selected Internet resources available through the library website, which is accessible on and off campus. Students learn research skills through course assignments. Librarians are available to assist from 8:20 a.m. to 7 p.m. during the school week. In addition to offering a comfortable environment for study, research and quiet reading, the library provides computers, microform machines and copiers. The library does not charge fines for overdue books; however, borrowers must pay for lost books.

The Cox Library is open:

Monday–Thursday	8 a.m.–9:45 p.m.
Friday	8 a.m.–5 p.m.
Saturday	10:30 a.m.–1:30 p.m.
Sunday	1–4 p.m.; 7–9:45 p.m.

Field Trips and Special Performances

Field trips and special performances are integral parts of the Middle School program. These events highlight the experiential aspect of the curriculum and allow students to gain a deeper understanding of the classroom content. According to School policy, costs associated with these trips may be charged to students’ incidental accounts.

Health and Counseling Center Services

The School’s required medical forms must be on file in the Health Center in order for students to participate in sports or start classes.

The Health Center is located on East Campus, in Faulkner House, and is open from 7:45 a.m. until midnight. There is a satellite nurse’s office in the Junior Building staffed with a registered

nurse Monday through Friday from 9 a.m. to 2 p.m. Physicians are on staff for consultation with the nurses. Physician services are provided on a fee-for-service basis. All students are required to have health insurance.

The philosophy of the Health Center is focused on preventive care. The staff works with a student's primary care physician, supporting that role in the student's care. The School has easy access to the services of Milton Hospital and major Boston hospitals. In a medical emergency, School personnel will notify parents, and a Milton Academy faculty or staff member will accompany the student to a medical facility and arrange ambulance transportation if necessary.

When students are injured and seek outside medical care, their attending physicians must submit to the Health Center written permission for returning students to participate in athletics and physical education. The Health Center staff, including consulting physicians, will make all final decisions regarding when a student is ready to return to play.

Milton's comprehensive health care program includes the services of a Middle School counselor, whose office is in Ware Hall. The counselor is available to students who want help with personal problems or obstacles to personal and academic growth. We encourage Middle School students to meet with the counselor whenever they have concerns or when the advisor, grade-level dean or principal recommends it. Appointments may be scheduled through the Middle School office, an advisor, the grade-level dean or with the Middle School counselor directly. In almost all cases, the counseling conversations are kept in strict confidence. The Health Center does not provide ongoing family therapy.

Incidental Accounts

Students may charge tuition and miscellaneous school expenses to this account. The School sends statements to parents monthly and requests prompt payment. The bookstore allows students to charge purchases to their incidental account, allowing students to purchase books and supplies without needing to carry cash. Younger students may find this account rather heady, somewhat like a charge card. We strongly encourage parents to discuss with their children what use of the incidental account is reasonable. Some parents, for example, limit the use of the incidental account to required materials from the bookstore.

Late and Incomplete Work

We expect every student to complete all assignments on time. If a student is not able to do so, he or she should speak with the teacher. Students must end each semester with all work complete. If, at the end of the course, a student has not submitted assignments considered integral to the completion of the course, the teacher will give the student an incomplete. Such work must normally be completed within one week after the end of the academic year. Teachers may vote students onto academic warning for chronically late or incomplete work.

Personal Property

The School's insurance does not cover students' personal property. Parents should insure any valuable possessions that students bring to school. Each student will have a locker in the Middle School area to store books, clothing and valuables. Students should visit their lockers often, since they are not generally permitted to carry backpacks throughout the day. Students need to provide their own locks for the lockers.

Reporting on Student Performance

Families receive formal communication about student learning throughout the school year. Midway through each semester (approximately November and April), families receive written course comments that address overall student progress and identify any necessary action steps for reaching course learning objectives. At the end of each semester, families receive end-of-semester skills evaluations that communicate whether or not a student has met the major learning objectives for a particular course. Students are evaluated as proficient or not proficient on each of 4-7 learning objectives per course. An evaluation of not proficient is followed by a brief comment that offers further clarification. Students do not receive letter grades, scores, percentages, or class rankings. Students' advisors write narrative advisor reports once each year to provide families with information about the students' social-emotional development and a description of how the student functions as a member of the school community. These advisor reports focus on student growth as it pertains to activities, sports, and social interactions but are not focused on academic performance.

HOW THE SCHOOL WORKS

Parents have the opportunity to attend conferences with their child's advisor and teachers twice each year.

Snack Bar

Two areas are available for Grade 7 and 8 students to purchase snacks: the snack bar in the Schwarz Student Center and the bookstore. Students must keep these areas free of litter.

Socials

The Middle School provides opportunities for students to socialize at various times during the year. These "socials" are designed by the grade-level deans. Sixth graders have separate socials from the seventh and eighth graders.

Sometimes the School offers pizza and soda for a light dinner before a social, depending on the number of students who sign up. Recent socials have included a magician, movie night, disco bowling, the Valentine's Day dance and other DJ dances. Parents must pick up students promptly after the socials end. Students left waiting for their transportation create an uncomfortable situation for both students and chaperones.

Student Directory

Milton provides an online directory of student, faculty and staff names, addresses and other pertinent information accessible through your *myMilton* account. We expect that members of the School community will limit this information to personal use only.

Extra Help Sessions

Students may schedule extra help sessions with teachers during conference periods, at recess or after school. Teachers may require these sessions for students whose work is unsatisfactory or who have been absent for an extended period.

Testing

Some students seek evaluations outside the School, either at the request of the School or as a result of parental interest. We expect parents to share the results of these educational and cognitive assessments with us. Although disclosing this kind of information may be difficult, having it helps us to work collaboratively to support your child. Please be assured that all outside test results will be handled sensitively and confidentially. Parents may choose to share test results with the the Middle School principal, the learning specialist, the grade-level deans, or the Middle School counselor.

Vacations

Parents and students must carefully review the School's vacation schedule and make travel plans well in advance. We expect students to attend all School commitments until School vacation begins. Exceptions to this policy are disruptive to a student's education. Requests for exceptions must be made in writing to the Middle School principal at least one month prior to the beginning of a scheduled extended absence.





- Essential Expectations
- Other School Rules
- Class Attendance
- Computing and Network Policies and Regulations
- On the Web
- Weekend Activities
- Hosting Milton Students

Essential Expectations

Generations of Milton Academy faculty and students have developed standards of conduct fundamental to the education that the School provides. Rules have evolved over time to protect individual students from behavior that is not healthy or safe for them, to foster the cohesion and morale of the community, and to enhance education by discouraging impediments to learning.

We expect the cooperation of parents in upholding our standards. We believe that the parents and the Academy share the task of establishing the right balance of freedom and responsibility, realistically and consistently, for young people.

We leave many rules unstated, taking for granted the honesty and good judgment of our students. In general, we are responsible for students' behavior when they are under our jurisdiction while the School is in session, at a School function held elsewhere, or on a School trip, including transportation to and from those activities.

We regard any conduct prejudicial to the best interests of the Academy, whether at School or elsewhere, while School is in session or during vacation, as sufficient grounds for disciplinary action, including dismissal. When appearing before a discipline committee, a student will be charged with both conduct prejudicial to the Academy as well as the act itself.

We recognize that students do make mistakes and hope they will learn from them. We endeavor to administer consequences when necessary with compassion and firmness, trying to foster the habit of self-discipline and encourage respect for the spirit as well as the letter of the law. We do not operate a system of strictly automatic responses, believing that school justice should take into account, as far as the welfare of the community will allow, such factors as the needs and age of the individual student, the previous record, and the circumstances of the offense. In the Middle School, much of the discipline takes the form of teaching. Students' behavioral records are not transferred to the Upper School.

When a student has violated a major School rule, we use our formal responses: The Deans' Committee and the Discipline Committee. The Deans' Committee consists of the respective grade-level dean and the student's advisor, and it is called by the dean when the response does not include suspension or expulsion. The Middle School principal may participate if necessary. The Discipline Committee is convened if the infraction might warrant a suspension or expulsion, or as a response to a pattern of behavior. The Discipline Committee consists of the grade-level deans, and the Middle School principal, and the student's advisor. Whenever a Deans' Committee or Discipline Committee occurs, the student's parents will be notified by the grade-level dean. We respond seriously to rule infractions so that students and their families will not be confused about the School's view of the student's error, and so that students can identify possibilities for alternative, safer choices. Disciplinary responses range from work hours or detention to suspension or expulsion. These responses are communicated to the faculty and parents of the students involved and, where appropriate, at a grade-level meeting.

We evaluate citizenship by the 3Rs: respect for self, respect for others, and responsibility for one's actions. We expect each student, as a member of our community, to uphold these qualities and to be a positive contributor. If a student's behavior is found to be unsatisfactory, conversations will occur among advisor, student and parents to provide feedback on how the student can grow and improve as a citizen. Continued unsatisfactory behavior may result in a loss of privileges or disciplinary actions. The School reserves the right to dismiss any student whose behavior or lack of cooperation is deemed unacceptable, or whose parents no longer have a cooperative relationship with the School, in the judgment of the head of school.

I. Integrity

We expect complete integrity in all matters, personal and academic. Truthfulness, even in the face of social pressure, is one of the values the School most wishes to establish. Any lie by a student to an adult in the community is considered a major offense.

- a. Academic integrity is fundamental to a school, and Milton Academy expects that all students will act honestly in every part of their academic lives. Cheating is a serious breach of our academic standard. The School recognizes that a variety of types of cheating can occur. During the fall of each year, the faculty review with students the School's standards regarding academic integrity and cheating. One type of cheating that we try especially hard to educate students about is plagiarism, the act of taking someone else's work as your

own. “Work” in this context could be someone else’s thinking or someone else’s writing. Students may not turn in previously completed work for new credit without explicit permission of the instructor.

- b. Personal Integrity: Students are expected to act with honesty and integrity. Dishonesty is considered a violation of the School’s fundamental values. Lying seriously compromises trust within the community in a way that the School cannot tolerate. Students need to be aware that lying includes, but is not limited to, any false representation verbally or in writing (for example, signing in another student for an assembly, a class or other required School event).

2. Respect for Others; Unlawful Discrimination, Harassment and Bullying

Students are expected to uphold the rights and well-being of others. Therefore, impinging upon others’ rights and well-being will normally merit a disciplinary response. Milton, as a school community, abhors and prohibits physical or verbal assault, hazing, abuse and cruelty of any sort and regards such an act as a serious disciplinary offense. The School also prohibits bullying, harassment and unlawful discrimination on the basis of actual or perceived age, race, color, religion, sex, national origin, disability, sexual orientation, gender identity or any other legally protected class, and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study available at Milton. The full details regarding these prohibitions are set forth in the Milton Academy Bullying Prevention and Intervention Plan and the Milton Academy Unlawful Discrimination and Harassment Policy, both of which students are required and expected to have reviewed and be familiar with. Both policies are set forth in the Appendix to this *Handbook*, posted on our website and available in the Middle School principal’s office. If you have questions about either policy, please feel free to call the Middle School principal.

3. Wholehearted Cooperation

Students are expected to be positive and cooperative in their dealings with all members of the School community. A student’s behavior that does not meet this standard will merit a response and may be considered a violation of essential expectations. Unacceptable behavior includes, but is not limited to, deliberate disobedience of or rudeness toward students, faculty or staff or repeated violations of any School rules and policies.

4. Physical and Emotional Safety

All members of the Milton Academy community must feel and be safe at all times. To that end:

- inappropriate language, including swearing, obscenities or otherwise hurtful language, is not to be used in our community.
- the possession or use of fireworks, firearms, or any other dangerous weapon, item or substance is a serious violation of School rules.
- any unauthorized use of fire (cigarettes, candles, incense, firecrackers, etc.) on School property is a potential threat to the safety of others and is not permitted. Any tampering with fire prevention devices (smoke detectors, fire extinguishers, etc.) puts others at risk and is forbidden. Creating a potential fire hazard is considered a serious violation of School rules.

5. Freedom from Alcohol and Drugs

Students are expected to obey the rules of the School and the laws of the Commonwealth concerning the use of alcohol and illegal drugs. The School prohibits:

- a. the provision, use or possession of illegal drugs, alcoholic beverages or tobacco products by students.
- b. the possession of drug paraphernalia and alcoholic beverage bottles and cans.
- c. the misuse of prescription drugs, over-the-counter medications or chemical substances.

Students may not share or sell their prescription drugs and must be aware that sharing or misusing prescription drugs is illegal and will have disciplinary consequences.

Knowingly and willingly being in the presence of any of the above will be considered a violation of a major School rule and will be addressed accordingly. We expect parents to inform the Health Center of all medication that has been prescribed for their children.

On a first drug or alcohol offense, a student should expect to be suspended for a period of three days unless compelling circumstances lead the Discipline Committee to deviate from this response. In such cases, the committee may recommend a longer suspension within a range of three to seven days. In addition, the student may be required to receive an assessment from an outside professional at the parents' expense and may also be required to meet with a member of the School's Health Center staff. This counseling will continue until the School and the Health Center agree that their goals have been met.

A repeat violation of the School's drug and alcohol regulations shall result in dismissal. We expect that parents will support this policy and not permit the use of alcohol or drugs at student gatherings in their homes. Students returning to the School's jurisdiction showing evidence that they have been drinking or using illegal drugs are subject to disciplinary consequences.

6. Respect for Property

We expect students to respect community property and the property of others. Stealing and willful destruction of or damage to the property of others, including School property, seriously undermines the qualities of trust necessary in a school. Cases of accidental damage of or destruction to School property will not warrant disciplinary action, but the student(s) involved will be held responsible for the costs of repair.

Milton recognizes that its students have legitimate privacy interests in their lockers, in their belongings and in their conduct. However, a student's privacy interests are not absolute, particularly when those interests collide with real or perceived dangers to that student or to others, or when they collide with real or perceived violations of Milton's rules and regulations, or of federal, state or local laws. Milton accordingly reserves the right to reasonably inspect, search and/or seize any student's locker, belongings or property at any time that Milton's faculty, staff or other representative reasonably believes that conduct that violates Milton's rules or policies, or that is unlawful, has occurred, is occurring or will occur. Milton may take this action on its own, or in conjunction with law enforcement authorities as it sees fit under the circumstances. Moreover, no set guidelines can foresee or describe every situation that might arise, and we can not limit, in any way, the school's ability to act as it deems appropriate under the circumstances.

7. Sexual Behavior

We hold as a value that Middle School students are not developmentally ready—physically, emotionally or mentally—to engage in any form of sexual intercourse. According to the Commonwealth of Massachusetts, if two people under the age of 16 engage in a sexual act, they are both considered legally non-consenting. If a person over the age of 16 engages in a sexual act with someone under 16, he or she is committing sexual assault of a minor. The School may take disciplinary action in these cases.

8. Supervision

Students must keep the School accurately informed of their whereabouts at all times when under the School's jurisdiction. Milton Academy does not have an "open campus" system that permits students to come and go at will during the day. Permission to leave campus during the academic day may be obtained from the Middle School principal or the Middle School office. Students must always sign out at the Middle School office.

9. Dress and Attire

All members of the Milton Academy community are expected to dress neatly and appropriately, showing respect for others and for the occasion. At no time may a student wear clothing decorated with obscenities, references to drugs or alcohol, or derogatory references to race, sex or ethnicity. The Middle School has a dress code to help students wear clothing that encourages learning, and to avoid students wearing clothing that is more appropriate for other settings.

In its essence our dress code is "comfortably and respectfully". Basic expectations include: keep underwear from showing; wear shoes at all times; dress for the weather.

At times, guidelines will dictate more formal dress for special events throughout the year, often referred to as "chapel dress". Chapel dress consists of skirt, dress pants and blouse, or dress; collared shirt, tie and slacks (not jeans or shorts) and appropriate footwear.

Other School Rules

1. No gambling of any kind is allowed at School.
2. Students are not allowed to use personal stereos (iPods, etc.) from 8 a.m. to 3:45 p.m.
3. Cell phones must not be used from 8 a.m. to 3:45 p.m., unless a student has received permission from his or her grade-level dean.

Other Discipline and Consequences

Students will be subject to disciplinary action if they fail to meet School expectations. This program is designed to address and reinforce the basic expectations of student behavior within our school and community in a manner that is gradual and developmentally appropriate. At Milton, we value and are committed to academic excellence and the development of strong moral character in each of our students. Explicitly stating community expectations and potential consequences empowers students to make informed decisions and fosters the development of self-discipline.

Below is a description of different levels of discipline responses, consequences and processes.

Tier I:

Student write-up: Student write-ups are in place to address minor infractions. Any faculty or staff member may write-up a student when it is deemed necessary. The adult who has written-up the student will have a one-on-one conversation with that student to: explain why the student was written-up; outline potential next steps; and give the student the opportunity to ask questions if necessary. All student write-ups will be submitted through a Google form that is monitored and maintained by the Middle School Dean of Students. The Middle School Dean of Students will notify the student's advisor about the write-up and the advisor will contact the family about the incident. All student write-ups will be reviewed in grade-level teacher team meetings. Students who receive three write-ups (for any combination of reasons) will receive a detention. The student will meet with the grade level dean and/or the Middle School Dean of Students when a detention must be served and the grade level dean or the advisor will be responsible for notifying the family of the student.

Detention will be held once a week by a grade level dean. Students are required to serve their detention within a week of being notified. If a student needs to reschedule a detention he or she must speak to the Middle School Dean of Students. All detentions are expected to be served within a reasonable time frame.

Failure to report to detention will result in a more severe consequence.

Following the first detention, a student who receives two more write-ups will get another detention. Following that second detention, if a student receives one more write-up he or she will be asked to serve a third detention.

Write-ups include and are not limited to:

- Being repeatedly late to class
- Not signing in in the morning
- Disruptive behavior (e.g. in the hallway, in class, during after school or athletics)
- Excessive physical behavior
- Disrespectful behavior or comments
- Inappropriate cell phone use
- Inappropriate use of Chromebook/cell phone during class (i.e. texting/chats, playing games, surfing the web, working on unrelated school work)

Tier II:

Dean's Committee: The Dean's Committee is called by the respective class dean when the infraction warrants a more serious consequence than a student write-up, but does not warrant a suspension or expulsion. Often, a Dean's Committee convenes as a response to patterns of behavior. A Dean's Committee will also be an immediate response if a student accumulates three detentions from write-ups. The Dean's Committee consists of: the grade-level dean, the student's advisor, and the Middle School principal when necessary.

STANDARDS, RULES AND EXPECTATIONS

Infractions that will result in an immediate detention and/or Dean's Committee include and are not limited to::

- Whereabouts: if a student is knowingly not where he or she is supposed to be
- Does not follow the proper protocol for early dismissal
- Leaving class, after school, or athletics early without permission
- Directly disobeying any directives from a faculty or staff member
- Damaging or taking someone else's property
- Unwanted physical contact
- Unkind words or actions toward a peer

Tier III:

Discipline Committee: The Discipline Committee is convened if the infraction might warrant a suspension or expulsion, or as a response to significant concern regarding a pattern of behavior. The Discipline Committee consists of the grade-level deans, Middle School dean of students, Middle School principal, and the student's advisor.

Infractions that will result in a Discipline Committee include and are not limited to::

- Dishonesty: Students need to be aware that lying includes, but is not limited to, any false representation verbally or in writing (for example, signing in another student for an assembly, a class or other required School event).
- Cheating
- Culturally insensitive or offensive comments and/or actions (verbal and non verbal)
- Acts that impinge on another's rights, safety, and/or well-being (refer to student handbook for specifics on bullying policy)

Please note: Whenever a Deans' Committee or Discipline Committee occurs, the student's parents will be notified by either the grade level dean or the Middle School principal.

Personal Stereos and Musical Instruments

Students should not bring headphones, iPods, MP3 players, or other expensive electronic equipment to School. A student wired to his music is unable to interact with other members of the community. All electronic entertainment devices must be turned off during the school day from 8 a.m. to 3:45 p.m., Monday, Tuesday, Thursday and Friday, and from 8 a.m. to 2:45 p.m. on Wednesday. Students also should not bring large sums of money to School. Musicians should store their musical instruments carefully. Students often toss backpacks, resulting in broken fragile objects.

Class Attendance

Regular class attendance lies at the heart of Milton Academy's teaching and learning process. A student benefits from regular class attendance in many ways. For example, a student will grasp facts and concepts more thoroughly from class discussion and teacher explanation. In addition, articulating facts and opinions helps a student refine his or her own thinking. These benefits typically enhance student performance. A student also benefits from what takes place in a Milton classroom in ways that go beyond what can be measured quantitatively. In particular, class discussions and class exercises can provide added enjoyment of material. Finally, a student's participation is also part of a communal experience that benefits everyone in the class, enriching the experience of fellow students. Thus a student's absence diminishes his or her educational experience and also the group's.

Two times that are considered sacrosanct at the Academy regarding student attendance are assessment week in December and the last weeks of School. To support the integrity of the assessment process, and to ensure that closure takes place appropriately in each class, special absences will not be granted during these two periods, except in the case of personal or family difficulties. Families need to be aware that weather cancellations may require assessment "snow days" that extend beyond the set assessment week.

In recent years, some families have requested that a child be excused from Milton to participate in a family trip, for example, during vacation times at other schools. In all but the most extreme circumstances, the School will not excuse students for this reason. Valid reasons arise, of course, for missing class, including illness, family emergencies and extraordinary opportunities. However, the

institution needs to place the highest priority on regular class attendance. The Academy's specific attendance policies, which follow, have been created with an eye toward this objective.

1. Daily Attendance

Students should be signed in and ready for class by 8 a.m. All Middle School students are responsible for indicating their presence at School every morning on the sign-in sheet and for indicating their after-school plans. Students who arrive between 8 and 8:20 a.m. will be marked late. After 8:20 a.m., students will be marked absent for the appropriate classes.

Students who miss morning assembly must sign in with the Middle School office, stating the reason for their lateness. If a student does not sign in, and is not excused from School, the student's family will be contacted to determine his or her whereabouts. We expect students to arrive on time to class. If a child is late to school or late to class three times in a semester, the grade-level dean will contact the parents and assign appropriate consequences. Continued willful tardiness may lead to a Deans' Committee.

Students must let the Middle School principal or the Middle School office know if they are being dismissed during any part of the school day. They must sign out in the office, and sign back in if they return to School later that day.

2. Illness

Students who are not feeling well enough to attend any part of the morning School activities are encouraged to stay home and take a full day off. When students stay home sick from School, parents should notify the Middle School Office at 617-898-2368. If the office has not heard from a parent, a call will be placed home to verify the student's absence. Students may not attend any athletic practice or game if they have not been in School that day.

When students are excused from classes because of illness, we expect them to get their assignments by telephone or by email from classmates and teachers, or by accessing Google Classroom. In cases of extended absences, students should get their assignments from their advisors, who will collect assignments from teachers.

A student who is in School, but is feeling unwell, may miss class or go home only if he or she has gone to the Middle School office to report the departure and he or she has been excused. Students who need to visit the Health Center must check in with the Middle School office before they leave. If a student has missed any of his or her academic commitments in a single day (except for an excused absence), he or she may not attend athletic competitions or extracurricular activities that day.

3. Requests for a Special Absence/Observance of Religious Holidays

Should a student need to miss class for a doctor's appointment, for observance of a religious holiday, or for any other reason, parents should communicate with the appropriate grade-level dean. Tests and quizzes are not scheduled on the day of or the day after a major religious holiday, and if assignments are given over a religious holiday, students observing the holiday will be given additional time to complete them.

If a student is aware that he or she will be missing a class or a day of School, it is that student's responsibility to complete the special absence form. This form requires students to obtain signatures from each teacher whose classes he or she will miss, as well as signatures from the advisor and grade-level dean. Students should submit completed forms to the Middle School office.

Even when a special absence form is completed and turned in, it does not mean that the student's absence is excused. It means that the student has taken the responsibility of properly informing his or her teachers of when and why he or she is missing class. This also allows the teachers to provide the student with any material and assignments that the student will be missing.

4. Minimum Attendance Policy

Once a student has missed eight (8) days of the school year or eight (8) meetings of a course, Middle School principal, grade-level dean, and advisor will meet to discuss that student's situation. The principal may invoke sanctions ranging from not receiving credit for the year to a loss of privileges, like the privilege of missing class for an extraordinary opportunity. Some possible sanctions, in addition to the two stated above, may include identifying the number of additional misses, at which point credit for the year would not be received, or requiring special communication with specified adults for the purpose of monitoring difficulties that had prompted class absences.

STANDARDS, RULES AND EXPECTATIONS

5. Class Absences: Excused and Unexcused

If the Middle School principal or grade-level dean receives report of an unexcused absence, the student may be involved in a Deans' or Discipline Committee hearing. In a case of excessive class absences, either excused or unexcused, the resulting consequences may go as far as denying credit for a course for the year. Student absences will be excused for a medical leave, religious reasons and grievances.

6. Medical Leave

The Middle School principal, at the recommendation of the Health Center, or the Middle School counselor in consultation with the director of counseling, may grant a medical leave to a student who needs to miss many school days for medical reasons, physical or psychological, to ensure the student's well-being or that his or her academic standing is not affected by extended absences. In such cases, the principal, in conjunction with applicable Health and Counseling Center staff, will make a determination regarding any adjustments in course load or schedule of assignments that would enable the student to complete work satisfactorily.

Prior to the termination of a medical leave, the student's treating physician must communicate with the Middle School principal and/or Health Center to discuss and arrange for any care the student may need upon return to classes. Prior to the student's return, parents must sign authorization forms confirming a student's readiness to return to School. The child's parents may also be required to meet with the Middle School principal as well as the child's advisor, Middle School counselor or grade-level dean to discuss formulation and implementation of any transition plan that the School determines may be necessary to successfully reintegrate the child into the community. In the case of return from medical leave for psychological reasons, the child may be required to continue to pursue outside treatment, in which case the Middle School counselor must be authorized to have regular contact with the child's outside treatment team to assess continued progress and health. The student will also be required to meet weekly with the Middle School counselor for the remainder of the school year, or for so long as the counselor determines such meetings are needed. If a student has been on a full medical leave for six weeks or more, the School will consider whether or not that student may receive credit for the year.

Computing and Network Policies and Regulations

Milton provides its students with network-based technology. However, that technology (computers, peripherals, and the campus data network) is shared by everyone at Milton, so policies for its acceptable use are necessary. Technology is also a form of distance communication, where you cannot see the reaction of the person with whom you are communicating. We expect our students to use the computers with complete integrity, respecting the ideas and creations of others and facilitating the open expression of ideas. Disconnecting or moving monitors, computers, related equipment or cables interferes with others' use and is considered an act of vandalism. Similarly, users may not change, modify or add to the installed software or hardware, preference files, Internet addresses or other configurations. All students are expected to adhere to the following guidelines when using school technology resources, on- or off-campus:

Keep it clean.

Offensive, harassing or obscene communication is not allowed. Students are responsible for the effects their messages may have on another person. Using or sharing images of other students requires permission. Students are expected to follow Milton Academy's standards of conduct in both online and face-to-face communication. Many campus organizations and courses sponsor open online discussion groups, using Google, Schoology or other tools. These groups must be used according to the guidelines communicated to group members.

Academics are first.

School-owned equipment and the School network exists primarily to support the academic program. Students should have the permission of the supervising adult, at School or at home, to use school devices for non-academic purposes.

Don't waste resources.

Sending unwanted email messages, chain letters or very large files interferes with others' best use of the system. Games are permitted only as long as teachers are aware and have given permission.

Know how to save files.

All users must be familiar with the basics of saving files, printing and using Google (the Academy's electronic mail and communication system). Students are solely responsible for ensuring that school work is saved to an appropriate location. Academic computing staff are available to help.

Don't share passwords.

Passwords to accounts provided by the School are private to each individual; they identify that person to others. Students are responsible for all use of their accounts. Using another's password, attempting to find out another's password, or sharing a password with someone else are all considered integrity violations.

Keep it honest.

Masquerading as another person or sending anonymous messages violates Milton's expectation of honest and open communication.

Don't steal digital content.

The use of illegally copied digital content is theft. Students are expected to attribute the work of others in an age-appropriate way, and to never claim ownership of material that is not theirs. Copyrighted material should not be downloaded onto School owned devices or stored on the School network.

Some sites are restricted.

Milton Academy permits access to the internet, with restrictions on content not appropriate for an academic community. Students who inadvertently access inappropriate content should let an adult know immediately. Attempting to circumvent filtering software is prohibited. Students who need to access restricted websites for academic reasons may do so in Cox Library, on a supervised workstation.

Treat equipment with respect.

Students are expected to handle all school owned devices carefully, understand that they are learning tools provided for their use by Milton Academy and that Milton Academy may monitor student's use as it determines is advisable or necessary in its discretion. Families may be charged for intentional or careless damage to School property.

Technology usage is monitored.

Student laptops, smartphones, email accounts, hard drives, network storage and internet activity may be searched by Milton Academy at any time if there is a suspicion of violation of any of the School's policies or concern for a student's well being.

No commerce or illegal activity is allowed.

The network may not be used for commercial or illegal activity or to gain unauthorized access to any computer systems.

Personal electronics count, too.

Personal electronics (including cell phones, personal laptops, smart watches, tablets and other devices) that are brought to school may not be used during the school day. They should be stored in a backpack or locker and kept turned off while school is in session.

Consequences may follow.

Any violations of these policies may result in the suspension of privileges and/or disciplinary action. Technology is a constantly changing environment. Therefore, additional policies and guidelines may be developed as situations warrant. Changes in policy will be prominently announced, and students will be expected to be aware of them and to follow them closely.

Weekend Activities

Regular weekend activities at the Academy include Upper School athletic contests, concerts, drama performances, movies and social activities. We encourage both students and parents to attend any Milton sporting event. Middle School students, when accompanied by a parent or adult chaperone, are welcome at all concerts, drama performances and movies. We cannot assure appropriate supervision to make these activities available to Middle School students who are not accompanied by an adult. On some occasions, the music or drama department will identify a production of particular interest to students in Grades 6, 7 and 8. In those cases, we will encourage Middle School students to attend. A number of School-chaperoned social events are planned specifically for Middle School students throughout the year.

We count on parents' cooperation in making careful plans for their children's attendance at School events. The School and parents must trust students to adhere to School regulations, but there should be a clear understanding at home as well as at School about limits. The Middle School principal or grade-level deans will review expectations with students in advance of any social or class activity. Parents should discuss with their children transportation arrangements, plans for the evening, and time of return. Parents should pick students up in front of Ware Hall or at the designated location promptly at the end of each event. The School does not expect chaperones to wait for a parent's late arrival.

**PARENTS’
RESOURCES**

Frequently Asked Questions

Campus Map

FREQUENTLY ASKED QUESTIONS

Communication

Q Whom should I call first about any academic or social issue for my child?

A Your child's teacher for specific academic questions. You should contact the advisor for social/emotional questions and conversations.

Q During the School day, how can I reach my child?

A To reach your child in an emergency, please call the Middle School office at 617-898-2368. If you reach the answering machine and the message is time-sensitive, please call the Middle School grade-level dean at his or her individual extension (listed at the front of this *Handbook*).

Q Is my child allowed to use a cell phone?

A Students may use cell phones for emergencies only, and must turn them off during class time, between 8 a.m. and 3:45 p.m.

Q: What email convention does Milton use?

A: firstname_lastnameexx@milton.edu,
where xx are the last two digits of a student's year of Upper School graduation.

Q How can my student access services on the network from home?

A Families can connect to the Milton Academy data network through an Internet service provider. The Academic Technology Service distributes detailed instructions on this procedure at the start of the academic year.

Q How can I reach faculty members?

A You can email a faculty member (a directory is available on the website); call the Middle School office (617-898-2368) and leave a message for a return call; or send mail to the faculty member at 170 Centre Street, Milton, MA 02186.

Q Whom do I notify about contact information changes?

A Please keep your family's contact information up-to-date through your *myMilton* account. Alternatively, you may send changes of address to Milton via regular mail, email or voicemail using the following addresses:

Mail:	Address Updates c/o ATS Department Milton Academy, 170 Centre Street, Milton, MA 02186
Email:	directory_feedback@milton.edu
Voicemail:	617-898-2929

Health Care, Support and Counseling

Q What should my child do if he or she feels sick?

A A student should first tell the appropriate teacher and, if practical, also inform the Middle School office that he or she is feeling sick. The student should then go directly to the Health Center. The nurses, in consultation with the school physician, will determine appropriate medical care, and, if necessary, contact you to come to School to pick up your child. In a medical emergency, we will make every effort to notify parents and will accompany the student to a medical facility, using ambulance transportation if necessary. In the event that we cannot reach you, your signature on the "permission to treat" form will allow medical professionals to provide necessary treatment. We will make sure that your child receives immediate care and will contact you as soon as possible.

Q What if my child requires medication?

A Students must inform the Health Center about any prescription medication. Normally, the staff will keep the medication at the Health Center and dispense it to the student according to the physician's instructions.

Q Is therapeutic counseling available?

A Students may engage in therapeutic counseling with the Middle School counselor on a confidential basis. Students may stop in to see the counselor to ask a question or to schedule an appointment, or they can arrange an appointment through their advisor or grade-level dean. Parents are also welcome to consult with the Middle School counselor when they have a concern about their child.

Release of Student Information**Q Will Milton release information about my child to the public?**

A Generally, Milton does not release information on a student without written consent of the parent(s) or legal guardians.

Exceptions to this rule are the following:

- Recommendations or transcripts requested by the parent/student for special programs
- Press releases or feature articles in print or on the website noting awards, activities, or academic or personal distinctions

Occasionally, a reporter may ask to interview a student in connection with his or her accomplishments or participation in Milton Academy programs. The enrollment contract allows parents to decline press or media interaction.

Bus Transportation

The bus routes include Chestnut Hill-Newton, Wellesley-Needham, Needham-Dover-Dedham-South Natick, and Boston-Cambridge. Validated bus identification tags are required for students who ride the bus. Students who lose their bus identification tags should contact Ndia Olivier in the business office. A \$15 fee will be charged to the student's account to replace lost bus identification tags. One-way, one-ride passes can be purchased at the bookstore, located on the lower level of Warren Hall. If you have any questions regarding bus transportation, please call Ndia Olivier at 617-898-1795.

School Bus Policy

Students must present one of the following each time they board the bus:

- a. Students who are registered for the bus service must present their Bus Identification Tag to the driver each time they board the bus. If students who are registered for the bus service do not present their Bus Identification Tag they must provide their name and signature to the driver, along with a reason for not having the required identification. Students who do not have their Bus Identification Tag more than three times during the academic year will be charged a processing fee of \$10 for each time they board the bus without the required identification. Replacement Bus Identification Tags can be ordered through Ndia Olivier in the Business Office. A \$15 fee will be charged to the student's account to replace lost Bus Identification Tags.
- b. Students who are not registered for the bus service must present a one-time/one-way ride pass to the driver each time they board the bus. Passes can be purchased in advance at the bookstore at a cost of \$12.00 per pass with no limit to the number a student can purchase. Students who do not have a one-time/one-way ride pass must provide their name and signature to the driver, along with a reason for not having a one-time/one-way ride pass. Students riding without a one-time/one-way ride pass will automatically have their account charged \$20 each time they ride the bus without a one-time/one-way bus pass.

Students are expected to remain seated and well-behaved while on the bus, and to uphold the rights and well-being of others. All student behavior policies, as outlined in the student handbook, also apply to the bus.

The bus driver is in charge of the bus and instructions by the driver must be followed in full immediately.

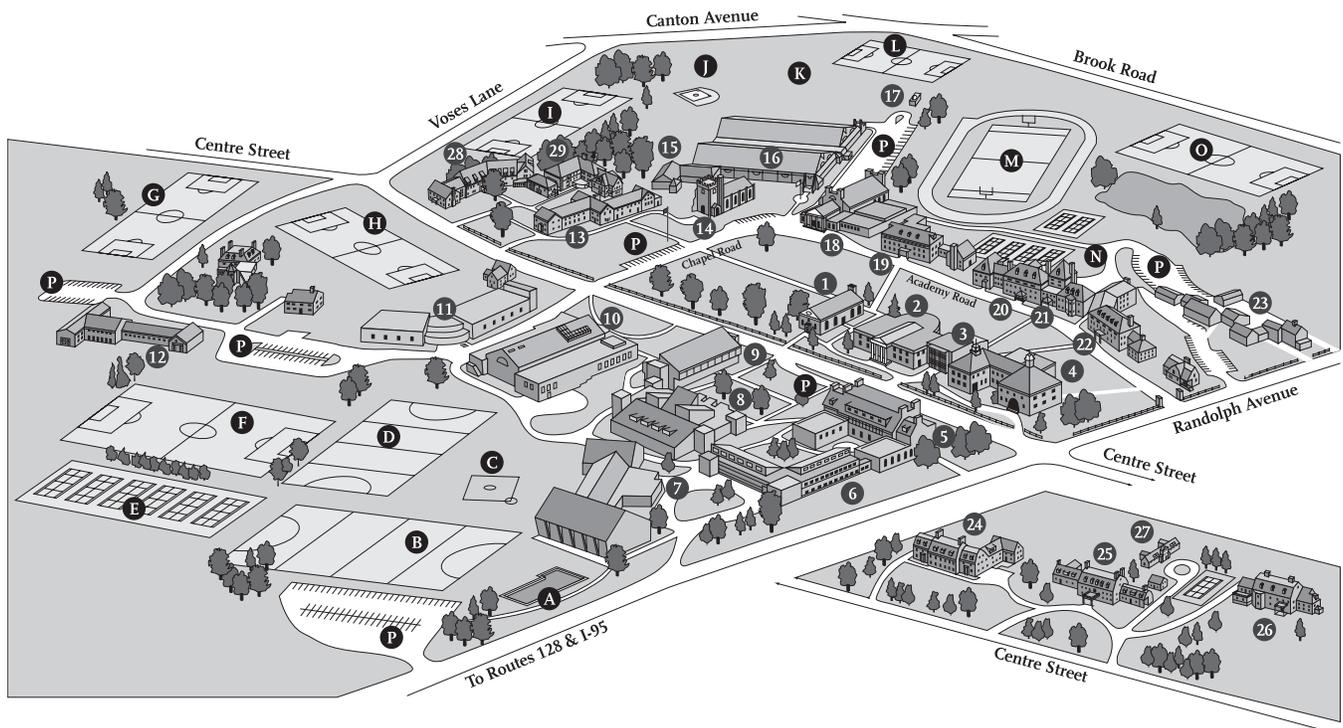
Failure to follow any of the above policies will result in a conversation with the deans' office and may result in the loss of bus privileges and loss of fees.

Students should arrive at least 10 minutes ahead of their scheduled pick-up time and cooperate in keeping the bus on schedule. The same rule applies for the afternoon pick-up time. This "flex time" is needed due to traffic and weather conditions.

Pick-up times and locations may be changed on certain days, such as the beginning and end of school and the beginning of school vacations. Students should pay close attention and listen for those announcements during morning assemblies.

Should an off-campus pick-up or drop-off spot change, it will be communicated in writing to those families affected.

CAMPUS MAP



- | | | | |
|----|-------------------------------------|-----|------------------------------|
| 1 | Straus Library | 20 | Robbins House |
| 2 | Wigglesworth Hall | 21 | Forbes Dining Hall |
| 3 | Schwarz Student Center | 22 | Forbes House |
| 4 | Warren Hall | 23 | Facilities Building |
| | Upper School Admission | 24 | Goodwin House |
| 5 | Ware Hall | 25 | Hathaway House |
| 6 | Greenleaf Hall | 26 | Health and Counseling Center |
| 7 | Caroline Saltonstall Building | 27 | Academy Day Care Center |
| 8 | Art and Media Center: Nesto Gallery | 28 | Millet House |
| 9 | Cox Library | 29 | Norris House |
| 10 | Kellner Performing Arts Center | | |
| 11 | Pritzker Science Center | A | Outdoor Swimming Pool |
| 12 | Junior Building | B-O | Playing Fields |
| 13 | Hallowell House | B | Faulkner Field |
| 14 | Apthorp Chapel | J | Nash Field |
| 15 | Williams Squash Courts | M | Stokinger Field |
| 16 | Athletic and Convocation Center | O | Dennis Field |
| 17 | Ayer Observatory | P | Parking |
| 18 | Robert Saltonstall Gymnasium | | |
| 19 | Wolcott House | | |

APPENDIX

Milton Academy Middle and Lower School Unlawful Discrimination and Harassment Policy

Milton Academy (“School” or “Academy”) is committed to providing a safe, respectful, and supportive learning and living environment in which all students can thrive and succeed at Milton. The Academy prohibits unlawful discrimination and harassment on the basis of actual or perceived age, race, color, sex, gender identity, religion, national origin, disability, sexual orientation, or any other legally protected class and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study available at Milton.

Prohibitions

Milton Academy prohibits unlawful discrimination, harassment and retaliation, all as defined in the “Definitions” section below and described in more detail in this Policy.

Unlawful discrimination, harassment and retaliation are prohibited in School buildings, on School grounds, on property immediately adjacent to School grounds, and at School-related or School-sponsored activities, functions or programs, whether on or off School grounds. Unlawful discrimination, harassment and retaliation are also prohibited at School bus stops, on School buses and other vehicles owned, leased or used by the School, and through the use of technology or an electronic device owned, leased, or used by the School.

In addition, unlawful discrimination and harassment are prohibited at a location, activity, function or program that is not school related, in a vehicle that is not owned, leased or used by the School, and through the use of technology or an electronic device that is not owned, leased, or used by the School, if the unlawful discrimination or harassment creates a hostile environment at school for a targeted student; infringes on the rights or well-being of a targeted student at School; or materially and substantially disrupts the educational process or the orderly operation of the School.

The School also prohibits retaliation against any person who reports unlawful discrimination or harassment, provides information during an investigation of unlawful discrimination or harassment, witnesses or has reliable information about unlawful discrimination or harassment, or otherwise assists in the enforcement of this Policy.

The prohibitions set forth above apply regardless of the medium — for example and without limitation, in direct personal interactions, in any electronic or voice communication, and on blogs, social networking sites, web forums or other online sites.

Students or Academy staff (as defined below) knowingly in the presence of these rule violations add support by their presence and will also be held accountable.

Definitions

When used in this Policy, the following terms have the meaning ascribed to them below.

Unlawful Discrimination: Unlawful discrimination means the denial of equal educational opportunities based upon an individual’s actual or perceived age, race, color, sex, gender identity, religion, national origin, disability, sexual orientation, or any other legally protected class. The School is also committed to providing reasonable accommodations requested based on any disability as required under the Americans with Disabilities Act.

Harassment: Harassment, generally, means unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with a student’s work performance or creating an intimidating, hostile or offensive educational environment. Several more specific forms of harassment are defined and described in additional detail below.

Harassment can occur between two individuals or groups of individuals and can occur via any medium of communication – for example and without limitation, verbal, written, email, text messages, and postings on the Internet or social media (whether anonymous or authored). Forms of harassment include, but are not limited to, written and oral remarks, remarks posted online or to the campus computer network and messages left on voicemail systems.

Sexual Harassment: Sexual harassment is a form of sex discrimination that involves unwelcome

advances, requests or conduct of a sexual nature when: (1) submission to or rejection of such advances, requests or conduct is made an explicit or implicit term or condition of an individual's academic status, or a basis for the evaluation of an academic achievement; or (2) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating a hostile, intimidating, humiliating, demeaning, or sexually offensive work, educational, residential or social environment.

Sexual harassment can be directed from any person to another. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person and they are an observer. For example, inappropriate attempts at humor or the sexual harassment of one student directed at another may create an intimidating, hostile, or offensive or educational environment for another person who witnesses the exchanges, or unreasonably interfere with that individual's work or educational performance.

Some examples of sexual harassment include, without limitation: unwelcome physical advances (whether they involve physical touching or not); unwarranted verbal sexual remarks; requests for sexual favors; derogatory statements or discriminatory comments directed against a person because of his/her gender; direct proposition of a sexual nature and/or subtle pressure for sexual activity that is unwanted; sexual jokes; comments about someone's body, someone's personal sex life, experiences, deficiencies, fantasies or rumors about the same; displaying sexually suggestive objects or pictures or images where others can view them; unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments, threats or innuendos of a sexual nature; unwanted physical contact such as hugging, touching, brushing up against one's body, impeding or blocking movements; sexist statements and behavior that conveys insulting, degrading or sexist attitudes; persistent and unwanted requests for dates; or unwelcome and inappropriate written communication or gifts.

Sexual Orientation Harassment: Sexual orientation harassment is harassment on the basis of a person's actual or perceived sexual orientation and includes, without limitation, the use of names or nicknames emphasizing sexual stereotypes, and imitating physical characteristics or mannerisms associated with a person's sexual orientation.

Gender Identity Harassment: Gender identity harassment is harassment on the basis of a person's actual or perceived gender identity and includes, without limitation, the use of names or nicknames emphasizing gender stereotypes, and imitating physical characteristics or mannerisms associated with a person's gender identity.

Disability Harassment: Disability harassment is harassment based on a person's actual or perceived physical and/or mental disability and includes, without limitation, name calling, making derogatory references to the disabling condition, imitating manners of speech and/or movement associated with the disability, or interfering with access to or use of necessary adaptive equipment or aides.

Racial, Color and National Origin Harassment: Racial, color and national origin harassment is harassment on the basis of a person's actual or perceived race, color or national origin and includes, without limitation, the use of nicknames emphasizing racial stereotypes; racial slurs; and derogatory comments or conduct directed at an individual's manner of speaking, national customs, surname, ethnic characteristics or language.

Religious Harassment: Religious harassment is harassment on the basis of a person's actual or perceived religion or creed and includes, without limitation, the use of nicknames emphasizing religious stereotypes; religious slurs; and derogatory comments or conduct directed at an individual's religion, religious traditions, religious symbols or religious clothing.

Hostile Environment: A hostile environment exists when harassment causes the School environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Reporting Unlawful Discrimination, Harassment or Retaliation; Confidentiality

Students: Any student who witnesses or feels that he or she or any other student has been the victim of unlawful discrimination, harassment or retaliation is strongly encouraged to report the matter promptly to the Middle School principal, depending on what division the conduct involves. Student reports of unlawful discrimination, harassment or retaliation may be made orally or in writing (via email or otherwise), and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of unlawful discrimination, harassment or retaliation will be subject to disciplinary action, up to and including dismissal.

Parents/Guardians: The School urges the parents or guardians of a student who is the target of unlawful discrimination, harassment or retaliation or of a student who has witnessed or otherwise has relevant information about unlawful discrimination, harassment or retaliation to promptly notify the Middle School principal, depending on what division the conduct involves. Furthermore, any parent or guardian who has witnessed or otherwise has relevant information about unlawful discrimination, harassment or retaliation or feels that any student has been the victim of an act of unlawful discrimination, harassment or retaliation is strongly encouraged to report the matter promptly to the Middle School principal, depending on what division the conduct involves. Such reports of unlawful discrimination, harassment or retaliation may be made orally or in writing and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report.

Faculty and Staff: Every person who is employed by the School in any capacity (collectively referred to in this Policy as “Academy staff”), must immediately report any act of unlawful discrimination, harassment or retaliation that the person witnesses or otherwise becomes aware of to the Middle School principal, depending on what division the conduct involves. Reports of unlawful discrimination, harassment or retaliation may be made orally or in writing, but Academy staff may not make reports under this Policy anonymously. An Academy staff member who knowingly makes a false accusation of unlawful discrimination, harassment or retaliation or who fails to immediately report an instance of unlawful discrimination, harassment or retaliation of which he or she is aware will be subject to disciplinary action, up to and including dismissal.

Alternative Outlets; Assistance/Support in Reporting: Any student, parent or Academy staff member who does not feel comfortable reporting unlawful discrimination, harassment or retaliation to the Middle School principal for any reason, may make his/her report to the head of school, Academy counsel or chief human resources officer instead. The same reporting procedures and limitations described above, apply to any such report made. In addition, counselors are available in the upper school to assist anyone needing support in reporting any prohibited activity under this Policy.

Confidentiality: Because information must be shared in order to conduct effective investigations under this Policy, the School cannot promise strict confidentiality to individuals reporting allegations of violations of this Policy. However, the School will only release information concerning complaints of unlawful discrimination, harassment and retaliation on a legitimate need-to-know basis and will do its best to uphold the privacy and confidentiality of all parties, when requested, to the extent practicable. In all cases, issues of confidentiality must be balanced against the School’s need to investigate and take appropriate action and will be considered in light of the School’s responsibility to provide a safe, healthy and nondiscriminatory environment for all students, including the student who reported the unlawful discrimination, harassment or retaliation.

School Response to Allegations of Unlawful Discrimination, Harassment or Retaliation

Investigation: Once a complaint of unlawful discrimination, harassment or retaliation is received, the Middle School principal or designee will promptly conduct an impartial investigation of the complaint. The nature and extent of the investigation will depend upon the circumstances of the complaint and may include, without limitation, interviews with: the person who made the complaint; the student who was the target of the unlawful discrimination, harassment or retaliation; the person or persons against whom the complaint was made; any students, Academy staff or other person who witnessed or who may otherwise have relevant information about the alleged incident or the involved student(s); and the School’s mental health professionals. The investigation will be handled in as expeditious of a manner as possible, given the facts and circumstances.

Determination of Disciplinary Process and Response: Upon completion of the investigation, the

Middle School principal or designee shall prepare a written report outlining his conclusion(s) and the findings on which they are based. If unlawful discrimination, harassment or retaliation is found to have occurred, the Middle School principal will confer with the head of school to determine the appropriate disciplinary response and process to follow, where applicable. Disciplinary consequences imposed for unlawful discrimination, harassment or retaliation may include any form of discipline that the School imposes for other violations of its rules and policies, up to and including dismissal, provided that it balances the need for accountability with the need to teach appropriate behavior.

*The head of school retains final authority over all disciplinary matters at Milton Academy and may, in his or her discretion, make all final decisions regarding discipline, including the decision in any instance and for any reason to exercise jurisdiction over a disciplinary matter rather than referring the matter to the Academy's normal disciplinary channels, or any committee or person.

Protection of Victim and Persons Reporting Unlawful Discrimination, Harassment or Retaliation: Upon receipt of allegations of unlawful discrimination, harassment or retaliation, and before fully investigating the allegations, the Middle School principal or designee will work with the victim to assess his/her need for protection and take appropriate steps as necessary to restore a sense of safety for that student and/or to protect him or her from possible further incidents.

Where applicable, the Middle School principal or designee will also assess the need for protection and take appropriate steps to protect any person who reported, witnessed or provided information regarding the unlawful discrimination, harassment or retaliation during the investigation from further unlawful discrimination, harassment or retaliation. Responses to promote safety of the above individuals may include for example and without limitation, creating a personal safety plan; pre-determining seating arrangements for the target and perpetrator in the classroom, at lunch or on the bus; identifying an Academy staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.

Record Keeping: For all reports of unlawful discrimination, harassment or retaliation, the Middle School principal or designee will keep a confidential file containing the report, the investigation, and any steps taken in response to a finding of unlawful discrimination, harassment or retaliation.

Milton Academy Bullying Prevention and Intervention Plan

Milton Academy ("School" or "Academy") expects its students, faculty and staff to uphold the rights and well-being of others. Impinging on the well-being of others or violating the rights of others is therefore unacceptable. As a school community, Milton Academy prohibits bullying, physical or verbal assault, hazing, abuse, cruelty, or any sort of harassment and regards such acts as serious disciplinary offenses, as set forth in more detail in this Milton Academy Bullying Prevention and Intervention Plan ("Plan"). Students or Academy Staff (as defined below) knowingly in the presence of these rule violations add support by their presence and will also be held accountable.

Prohibitions

Bullying and cyber-bullying are prohibited in School buildings, on School grounds, on property immediately adjacent to School grounds, and at School-related or School-sponsored activities, functions or programs, whether on or off School grounds. Bullying and cyber-bullying are also prohibited at School bus stops, on School buses and other vehicles owned, leased or used by the School, and through the use of technology or an electronic device owned, leased, or used by the School.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related, in a vehicle that is not owned, leased or used by the School, and through the use of technology or an electronic device that is not owned, leased, or used by the School, if the bullying creates a hostile environment at School for a targeted student; infringes on the rights or well-being of a targeted student at School; or materially and substantially disrupts the educational process or the orderly operation of the School.

The School also prohibits retaliation against any person who reports bullying, provides information during an investigation of bullying, witnesses or has reliable information about bullying, or otherwise assists in the enforcement of this Plan.

The prohibitions set forth above apply regardless of the medium, in direct personal interactions, in any electronic or voice communication, and on blogs, social networking sites, Web forums or other online sites.

Definitions of Bullying and Retaliation

For purposes of this Plan, and consistent with Massachusetts Anti-Bullying Law (M.G.L. c. 71, §370), “bullying” shall mean:

“the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.” Bullying includes cyber-bullying (defined below).

“Cyber-bullying” shall mean:

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

A “hostile environment” shall mean:

“a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.”

“Retaliation” shall mean:

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

Reporting Bullying or Retaliation; Confidentiality; Assistance and Support

Students: Any student who feels that he or she or any other student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students, Lower School or Middle School principal. Student reports of bullying may be made orally or in writing, and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal.

Parents/Guardians: The School urges the parents or guardians of a student who is the target of bullying or retaliation or of a student who has witnessed or otherwise has relevant information about bullying or retaliation to promptly notify the dean of students, Lower School or Middle School principal. Furthermore, any parent or guardian who has witnessed or otherwise has relevant information about bullying or retaliation or feels that any student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students, Lower School or Middle School principal. Such reports of bullying or retaliation may be made orally or in writing and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report.

Faculty and Staff: Every person who is employed by the School in any capacity, including for

example and without limitation, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional (collectively referred to in this Policy as “Academy Staff”), must immediately report any act of bullying or retaliation that the person witnesses or otherwise becomes aware of to the Dean of Students, Lower School or Middle School principal. Reports of bullying or retaliation may be made orally or in writing, but Academy Staff may not make reports under this Plan anonymously. An Academy Staff member who knowingly makes a false accusation of bullying or retaliation or who fails to immediately report an instance of bullying or retaliation of which he or she is aware will be subject to disciplinary action, up to and including dismissal.

Assistance/Support in Reporting: Counselors are available in the lower, middle and upper schools to assist anyone needing support in reporting any prohibited activity under this Plan.

Confidentiality: Because information must be shared in order to conduct effective investigations under this Plan, the School cannot promise strict confidentiality to individuals reporting allegations of violations of this Plan. However, the School will only release information concerning complaints of bullying, cyber-bullying and retaliation on a legitimate need to know basis.

Vulnerable Populations

The School recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

The School shall take steps to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment, such as, without limitation, setting clear expectations for students; creating safe School and classroom environments for all students, including students in vulnerable populations; using appropriate and positive responses and reinforcement, even when students require discipline; encouraging adults to develop positive relationships with students; and supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

School Response to Allegations of Bullying or Retaliation

Investigation: Once any complaint of bullying or retaliation is received, the dean of students, Lower or Middle School principal or designee will promptly conduct an impartial investigation of the complaint. The nature and extent of the investigation will depend upon the circumstances of the complaint and may include, without limitation, interviews with: the person who made the complaint; the student who was the target of the alleged bullying or retaliation; the person or persons against whom the complaint was made; any students, Academy staff or other person who witnessed or who may otherwise have relevant information about the alleged incident or the involved student(s); and the School’s mental health professionals.

Whenever possible, complaints of bullying and retaliation shall be investigated and handled in accordance with the normal processes and channels followed by Milton Academy for a violation of Academy rules and policies, as outlined in the Academy handbooks.

Protection of Victim and Persons Reporting Bullying: Upon receipt of allegations of bullying or retaliation and before fully investigating the allegations, the dean of students, Lower or Middle School principal or designee will promptly take the following actions:

Assess the victim’s need for protection and take appropriate steps as necessary to restore a sense of safety for that student and/or to protect him or her from possible further incidents.

Where applicable, also assess the need for protection and take appropriate steps to protect from bullying or retaliation the person who reported the bullying, provided information during an investigation of bullying or witnessed or has reliable information about an act of bullying. Responses to promote safety of the above individuals may include for example and without limitation, creating a personal safety plan; pre-determining seating arrangements for the target and perpetrator in the classroom, at lunch or on the bus; identifying an Academy Staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.

Required Notifications: If the investigation determines that the bullying or retaliation did occur,

the dean of students, Lower or Middle School principal or designee will take the following actions: Promptly notify the parents or guardians of the victim of the determination and, to the extent consistent with state and federal law, of any action taken to prevent any further acts of bullying or retaliation.

Promptly notify the parents or guardians of the alleged perpetrator(s) of the determination.

Immediately notify local law enforcement, if the dean of students, Lower or Middle School principal has a reasonable basis to believe that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, crimes related to stalking; making threats; harassment; or making harassing, annoying or molesting electronic communications. Retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.

Promptly notify (via telephone) the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school. All communications shall be in accordance with applicable state and federal privacy laws and regulations.

Promptly notify law enforcement if an incident of bullying or retaliation which occurs on School grounds involves a former Academy student under the age of 21 who is no longer enrolled at the School.

Within a reasonable period of time following the determination of bullying or retaliation and the implementation of the remedial and/or disciplinary action, and periodically thereafter throughout the remainder of the year, the dean of students, Lower or Middle School principal or designee shall check-in with the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If additional supportive measures are needed, the dean of students, Lower or Middle School principal or designee will work with appropriate school staff to implement those measures immediately.

Determination and Disciplinary Response: If the dean of students, Lower or Middle School principal or designee determines that bullying or retaliation has occurred, that any other element of this Plan has been violated, or that any other School rule has been violated, the dean of students, Lower or Middle School principal or designee will make a recommendation to the Head of School regarding what disciplinary action and/or other remedial action is appropriate and how it should be implemented. The head of school may follow this recommendation and direct the dean of students, Lower or Middle School principal or designee to implement the recommended action, or determine that a different disciplinary action and/or remedial action is more appropriate and direct the dean of students, Lower or Middle School principal or designee to implement that different action.* Disciplinary action imposed for bullying or retaliation may include any form of discipline that the School imposes for other violations of its rules and policies, up to and including dismissal, provided that it balances the need for accountability with the need to teach appropriate behavior.

*The head of school retains final authority over all disciplinary matters at Milton Academy and may, in his or her discretion, make all final decisions regarding discipline, including the decision in any instance and for any reason to exercise jurisdiction over a disciplinary matter rather than referring the matter to the Academy's normal disciplinary channels, or any committee or person.

When the School determines it is necessary, the School, in consultation with the School's counseling staff, may provide the perpetrators, victims or family members of such students with counseling or other services that it determines would be helpful, or a referral to such services.

It is important to note that students at Milton Academy may be held to standards of behavior under Milton Academy's Major School Rules or other codes of conduct which are actually stricter than those set forth in this Plan. Because of these standards, conduct which may not necessarily qualify as "bullying" as it is defined under this Plan may still be subject to discipline. For example, although the Plan (consistent with state law) defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures or other remedial action following a single act of those expressions, acts and/or gestures, if the School determines that act is of sufficient severity to warrant the disciplinary measures or other remedial action under the Academy's Major School Rules or other rules of conduct.

Record Keeping: For all reports of bullying or retaliation, the dean of students for the upper school, the Middle School principal for the Middle School and the Lower School principal for the lower school, will keep a file of the report, the investigation, and any steps taken in response to a finding of bullying or retaliation.

Notification of Plan and Training on Plan

The School will provide written notice of this Plan to students and parents/guardians at least annually. Relevant student-related portions of the Plan will be included in the Student Handbook.

The School will post the entire Plan on its website.

The School will provide written notice of, and training on, this Plan for all faculty and staff at least annually. The training at a minimum will include a review of the reporting obligations for all faculty and staff and the processes that the School will follow in response to a report of bullying or retaliation.

The Plan, or those portions relating to the duties of faculty and staff, will be included in the *Employee Handbook*.

The School will inform parents and guardians about the School's bullying prevention and intervention curricula, including without limitation: (1) how parents and guardians can reinforce the curriculum at home and support the School's Plan; (2) the dynamics of bullying; and (3) online safety and cyber-bullying.

Reviewing and Updating the Plan; Consultation

The Plan will be updated at least once every two years. In connection with that update, the dean of students, Lower or Middle School principal or designee will be responsible for reviewing the Plan, reviewing the file of reported incidents of bullying or retaliation in at least the preceding two years, and undertaking such other steps as may be appropriate to evaluate the effectiveness of the Plan and the School's compliance with the Plan and any laws or regulations relating thereto. In addition, prior to each biennial update of the Plan, the dean of students, Lower or Middle School principal or designee shall consult with families that have a child attending the School regarding the proposed Plan update by providing those families with notice of the proposed Plan update and a comment period on the same.

Conclusion

This Plan is intended to: (1) prevent bullying or retaliation among Academy students; (2) encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this Plan or any other School policy; and (3) implement appropriate discipline and other corrective measures which are found to be warranted.

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