

MILTON ACADEMY MIDDLE SCHOOL

Student Handbook

2022-2023



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Welcome to the Middle School

Welcome to Middle School at Milton Academy. Here, our students in grades 6, 7, and 8 find a supportive environment, teachers dedicated to this age group, and opportunities to try new activities. Our community is close-knit: Teachers, staff, 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* should be both a reference for important information and a guide to provide students and families with the Middle School’s expectations as well as resources to help navigate Milton. 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 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.

The *Handbook* contains information about student policies, programs, and other information about the School. Please read it carefully. Milton Academy reserves the right, at its sole discretion, to amend, delete, or alter any of the contents of this *Handbook* as necessary.



Milton Academy Mission Statement

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 Community Values

We are committed to creating an experience and environment that is safe, academically challenging, and recognizes and appreciates the unique needs of middle schoolers.

Middle School core community values include first and foremost the health, safety, and social-emotional well-being of each of our community members, including students, families, faculty, and staff.

We are committed to respect for self and others, appreciation of difference, and responsibility for one's actions. Our grade-level teams will work together to create a community that supports our young adolescents as they experience significant intellectual, social, emotional and physical change. We value time for teachers to connect with students as well as collaboration among both teachers and students. We value diversity, equity, and inclusion work for all students and adults. We strive to meet the specific learning needs of each student and value the different perspectives and styles of all learners.

Middle School Diversity, Equity, Inclusion, and Justice Mission Statement

The Middle School is committed to creating and sustaining a community in which diversity, equity, inclusion, and justice (DEIJ) are lived and practiced each day. In our DEIJ programming, students explore how identity shapes their connections to others. Through Common Ground, community conversations, and focus days, we practice engaging in conversations that examine current social issues and their historical context. Through these conversations students learn to challenge dominant narratives as we strive to develop a deeper understanding of the ways in which identity and systems of oppression shape our experiences. To support students from historically marginalized groups, we offer a number of affinity groups in which students who share a common identity have an opportunity to find a specific connection, explore identity, and discuss common experiences, both positive and challenging. Additionally, we seek to create spaces in which students can further examine privilege and allyship and offer a number of cultural and training groups to support this goal. With the guidance and support of faculty and staff, students work toward building an activism skill set in which they are empowered to disrupt norms and build more inclusive and just communities, both at Milton and beyond.

Middle School Commitment to Anti-racism

We resolve to disrupt and dismantle systemic racism and oppression as it exists in and beyond our School community. We will do this by engaging in frequent, meaningful, and often uncomfortable conversations in advisory, our classrooms, and throughout all areas of our programming; we will redefine our teaching practices and curricula through an anti-racist lens; and we are committed to creating brave spaces, in which students and adults listen to and value different perspectives and experiences. In the Middle School, Black Lives Matter. We stand in solidarity with the mission of the movement. We strive to become a community of disruptors, in which every member is empowered to speak out against injustice, to stand up to bigotry, and to embody the spirit of a peacemaker. We view this commitment as a moral imperative, and we expect that all stakeholders in the community join us in this mission.

GENERAL MIDDLE SCHOOL INFORMATION

Phone Numbers

| | |
|---|--------------|
| Milton Academy Switchboard | 617-898-1798 |
| Todd Bland, Head of School | 617-898-2200 |
| Steven Bertozzi, Middle School Principal | 617-898-2322 |
| Samantha Lordi, Middle School Operations Manager | 617-898-2368 |
| Jacqui Hardaway, Middle School Dean of Students | 617-898-2527 |
| Le'Aqua Pruitt, Middle School Dean of Teaching and Learning | 617-898-2380 |
| Angelina Howard, Middle School Director of Equity and Inclusion | 617-898-2156 |
| Sam Landau, Middle School Athletic Director | 617-898-2565 |
| Nicci King, Middle School Counselor | 617-898-2559 |
| Liz West, Middle School Learning Specialist | 617-898-2298 |
| Middle School After School Program | 617-898-2537 |
| Health Center | 617-898-2450 |
| Campus Safety | 617-898-2911 |

Emergency Communication

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 on patrol 24 hours a day. This line is not secure for confidential conversation. Please give the officer a telephone number where you can be reached, if necessary.

Dial 911 from any campus telephone to reach outside emergency services. Dialing “7” first is not necessary when calling 911. 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 and website announcements. We will notify local radio and television outlets; those stations often refer audiences to their respective websites. The School will also use the Milton Academy Campus Emergency Notification system, which includes indoor and outdoor speakers, text messaging and email, notifying faculty and students immediately in the event of an emergency. This communication will be followed with updates posted on www.milton.edu. If warranted, additional information will be communicated to parents through email.

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 available for on-campus communication.

Calendar

At the start of the year, the Middle School principal will distribute to parents a list of important dates. We encourage families to check [Milton’s online calendar](#) and reference parent newsletters to find up-to-date information.

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 a.m. to 11 p.m. Sunday through Thursday and 7 a.m. to 11:30 p.m. Friday and Saturday. There is a satellite nurse’s office in Ware Hall with a Middle School registered nurse Monday through Friday from 8 a.m. to 3 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 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 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.

Counseling is available from the Middle School counselor, whose office is in Ware Hall. The counselor works with 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.

Information regarding COVID-19 Protocols, Policies and Procedures

Milton Academy reserves the right to change its mode of instruction between in person and remote learning models at any time and at its sole discretion. If significant changes occur during the academic year, they will be communicated to families.

MIDDLE SCHOOL PROGRAM

Sample Student Schedule

Blue Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|------------------------------------|-------------------|--------------------------------------|-----------------------|-------------------|
| 8:00 - 8:20 | Morning Meeting | Advisory | | Advisory | Morning Meeting |
| 8:25 - 9:25 | English | Arts | 8:05 - 9:05 Social Studies | Math | French |
| 9:30 - 10:10 | 9:30 - 9:55 Grade-Level Meeting | Jazz Ensemble | 9:10 - 10:10 Math | Community Block | Friday Activities |
| 10:10 - 10:25 | 9:55 - 10:15 Recess | Recess | Recess | Recess | Recess |
| 10:25 - 11:25 | Math | Science | Common Ground | English | Arts |
| 11:25 - 12:05 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:10 - 1:10 | Computer Science | French | Arts | Social Studies | Science |
| 1:15 - 2:15 | Social Studies | English | Science | French | Study Hall |
| 2:25 - 3:45 | Afternoon Program | Afternoon Program | Afternoon Program | Afternoon Program | Afternoon Program |

Orange Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-----------------------|-------------------------|-------------------------------|-----------------------|-------------------|
| 8:00 - 8:20 | Morning Meeting | Advisory | | Advisory | Morning Meeting |
| 8:25 - 9:25 | Social Studies | Computer Science | 8:05 - 9:05 Science | Arts | Study Hall |
| 9:30 - 10:10 | 9:30 - 9:55 | Jazz Ensemble | 9:10 - 10:10 | Community Block | Friday Activities |
| | Grade-Level Meeting | | English | | |
| 10:10 - 10:25 | 9:55 - 10:15 | Recess | Recess | Recess | Recess |
| | Recess | | | | |
| 10:25 - 11:25 | French | Science | Math | Social Studies | French |
| 11:25 - 12:05 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:10 - 1:10 | English | Social Studies | 360 | Math | Science |
| 1:15 - 2:15 | Math | Arts | French | English | Arts |
| 2:25 - 3:45 | Afternoon Program | Afternoon Program | Afternoon Program | Afternoon Program | Afternoon Program |

Advising

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 all advisees formally twice a week during advisory period and is also available to meet regularly with advisees on an individual basis. If a student has academic or disciplinary problems, the advisor is always involved. Milton assumes and encourages frequent communication between parents and advisors.

Arrival and Dismissal

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, their parent must call the Main Office in the Middle School.

The academic day ends at 2:15 p.m. Monday through Friday, and the afternoon program 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 be dismissed at 3:45 p.m. All students must leave campus or check into the After School Program by 4 p.m. Students are not permitted to be anywhere else on campus after dismissal.

Students should enter and exit the building using the front doors of Ware Hall.

Academic Support

Students may schedule extra help sessions with teachers during study halls or transition times. Teachers may require these sessions for students whose work is unsatisfactory or who have been absent for an extended period. Students may also request a check-in with the Middle School learning specialist for extra help or help with specific executive functioning skills. The learning specialist may ask that the student come on a regular basis for extra help and will further communicate with parents.

Additionally, some students may require disability-based academic accommodations. The Middle School learning specialist will review any educational testing documentation conducted by a qualified evaluator; can provide families with information about certified evaluators in the Boston area; and will work with students to put educational support plans in place as needed. The learning specialist will also review documentation from students requesting disability-based academic accommodations.

Some parents 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 Middle School principal, the learning specialist, or the Middle School counselor.

Disability-based academic accommodations are those reasonable accommodations necessary to ensure that a student with a documented disability receives equal access to Milton's programs and services. Appropriate accommodations depend on the individual disability and must be narrowly tailored to meet an individual's disability-based needs. Please note that Milton Academy has no obligation to provide accommodations that the School determines are unnecessary or unreasonable; constitute an undue burden; or fundamentally alter the nature of the School's academic program.

If the Middle School learning specialist determines that any such support plans or accommodations are warranted, they will develop a written set of recommendations, typically referred to as an individualized learning guide (ILG). Parents will have a chance to approve the ILG and consent to it being shared prior to implementation with those Milton faculty and staff members needed for its successful implementation.

Homework

During Middle School, 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 a classical or modern language. Students should expect 20 to 30 minutes of homework for each class meeting. Students work at various speeds, so this time expectation is approximate. 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 them to talk with a teacher or advisor so we can arrange for appropriate support strategies.

Assessment Policy

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

- 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.

Reporting on Student Performance

Students do not receive letter grades, scores, percentages, or class rankings. 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 the learning objectives per course. An evaluation of not proficient is followed by a brief comment that offers further clarification. Parents have the opportunity to attend one formal conference with their child's advisor at the start of the year and two formal conferences with their child's teachers twice each year. We encourage ongoing communication between parents, advisors, and teachers.

Arts

All Middle School students will take four arts courses in the areas of digital media and film, general music, performing arts, and visual arts. Students will experience each subject area on a rotating quarterly basis. Each course will meet six times during a ten-day cycle for approximately eight weeks at which point students will switch to a new discipline.

In addition to our curricular offerings, students will have the option to explore the arts further through participation in our musical ensembles (chorus, guitar, jazz, string ensemble, wind ensemble). Students will also have the option to participate in foundational courses and ensembles later in the year as an activities period offering (i.e., beginner strings, guitar, and wind ensemble). Students may also participate in speech team (Grades 7 and 8) and theatrical productions.

360

Every student in the Middle School will take a 360 class. The goal of 360 is to provide each student with the knowledge, skills, and strategies necessary to successfully maneuver through the middle school years. The class meets bi-weekly and alternates between a class designed by the Middle School counselor to enhance emotional intelligence, and a class designed by the Middle School learning specialist to enhance executive functioning skills and our identities as learners.

Common Ground

In Common Ground, Middle School students explore identity as it relates to themselves, their community, and the world. Students develop a shared language, based on their study of social identifiers, that empowers them to have meaningful conversations around identity. In each Common Ground course, students discuss and collaboratively explore historical and contemporary examples of identity and community. Common Ground courses culminate in social justice capstone projects, in which students apply what they have learned throughout the year to create an action plan to address a contem-

porary social justice issue. By participating in Common Ground, students build cultural competency, learn to understand different perspectives, and explore ways to promote communities that celebrate empathy, understanding, and belonging.

Afternoon Program

At the conclusion of the academic day, all Middle School students are expected to participate in our Afternoon Program offerings. Afternoon Program choices include our athletics/interscholastic sports program and theatrical productions (fall play and winter musical). Athletic practices and rehearsals take place five days per week from 2:25 to 3:45 p.m. and students will make program selections before the start of each season (fall, winter, and spring).

Athletics/Interscholastic Sports Program

We offer a robust and competitive athletics program that is open to all student-athletes who desire to participate at a more competitive level. Although winning is an important goal, we all put a large emphasis on the process; we feel that dedication and commitment to one's team, demonstrating a positive attitude, striving to win and doing your very best are key components of the athletic experience at the middle school level. Please review the Athletics Expectations on page 28.

Theatrical Production (Play/Musical)

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 previous experience is necessary, and students may sign up for one or both of these productions. Directors will communicate performance dates at the start of the season, as well as details regarding extended rehearsals during production weeks.

After School Program

The after school program (ASP) is available Monday through Friday in Ware Hall. Students must check in to ASP by 4 p.m. ASP closes at 5:45 p.m. Students are expected to come ready to sit down and complete their homework. The first hour is a quiet study, and access to Ware Room 101 or any other part of the building/campus will only be available after 5 p.m. Middle School students will not have access to Cox Library during ASP hours. If they need to check out a book, they should plan to do so between 3:30 and 4 p.m. Cell phones are not permitted at any time during ASP. Families must call the ASP line directly (617-898-2537) to relay a message to their child. On Wednesday and Friday afternoons, students are able to check out of ASP and watch a Middle School game on campus. Students must return to ASP before leaving for the evening. Checking out of ASP is a privilege that can be taken away.

Activities

Activity periods occur during common periods on Fridays for grades 6, 7 and 8. Each student chooses an activity in September and another at the end of January in which they 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.

Community Engagement

Students may participate in community engagement activities designed to enrich their social consciousness. Activities include student lead initiatives supporting various programs and initiatives, volunteering locally at sites such as Rosie's Place & ABCD Headstart; and assisting with Special Olympics competitions hosted on campus. School-sponsored initiatives must be approved by the Middle School dean of students. We are always looking for new community engagement partnerships. Please be in touch with the Middle School dean of students if you would like to discuss potential opportunities.

Technology

Our technology program provides each student with a Chromebook and the opportunity to work on communication tools, keyboarding skills, organizational strategies for Google Classroom, and practice multimedia programs and applications throughout the middle school program. Digital privacy and expectations for appropriate internet use are emphasized, and student internet access is filtered. Families will be provided with a login to manage student internet access at home.

Students are expected to be responsible for their school Chromebooks, and to request assistance from the middle school technology specialist as needed. A limited number of loaner devices are available for student sign out, should a Chromebook be forgotten or in need of repair. Students have access to 3d printing, digital cutting tools, video equipment and other technology support for school projects through the technology lab in the CSG building.

Dining

Lunch is served daily from 11:25 a.m. to 12:05 p.m.

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 washing station and leave their tables clean.

Incidental Accounts (IA)

Students may charge miscellaneous school expenses to their incidental account (IA). 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, snacks, and supplies without needing to carry cash. 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 IA to required materials from the bookstore. To place limits on bookstore purchases, parents should contact the bookstore directly at 617-898-2110.

Parents may set limits on IA charges in the **snack bar**. To limit snack bar purchases, parents should contact dining services directly at 617-898-2350.

All Middle School students are provided a School-owned Chromebook to use for academic purposes for the whole school year. **Printing** is available in Ware Hall, and students must use their incidental account (IA) card to print. It is an expectation that students print when they arrive at the start of the day.

STANDARDS, RULES, AND EXPECTATIONS

Class Attendance

Regular class attendance is essential to Milton Academy's teaching and learning process.

In all but the most extreme circumstances, the School will not excuse students to participate in family trips outside of the School's vacation schedule. Valid reasons arise, of course, for missing class, including illness, family emergencies, and extraordinary opportunities. However, we 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 arrive and be ready for class by 8 a.m. Students who arrive between 8 and 8:20 a.m. will be marked late by their advisor or their first period teacher. After 8:20 a.m., students will be marked absent for the appropriate classes. We expect students to arrive on time to class. Continued willful tardiness may lead to a conversation with the principal and or dean of students.

Families must let the office know if their child is absent, coming in late, or being dismissed during any part of the school day. They can do so by calling the Middle School Office at 617-898-2368 or emailing the attendance line at MSAttendance@milton.edu. If the family knows ahead of time (at least 24 hours before) they should fill out the [electronic planned absence form](#). If a student is being dismissed, the student must check out in the office, and check back in if they return to school later that day.

Student absences will be excused for a medical leave, religious reasons, and grievances.

2. Illness

Students who are not feeling well enough to attend any part of the morning activities are encouraged to stay home and take a full day off. When students stay home sick, parents should notify the Middle School Office at 617-898-2368 or email the attendance line at MSAttendance@milton.edu. 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 they have gone to the Middle School Office to report the departure and they have been excused by the Middle School nurse. If a student has missed any of their academic commitments in a single day (except for an excused absence), they may not attend athletic competitions or extracurricular activities that day.

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

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 and the Middle School Office. 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 the family is aware that their child will be missing a class or a day of school, it is their responsibility to complete the [electronic planned absence form](#).

Even when a parent communicates with the appropriate grade-level dean and the Middle School Office and fills out the form, it does not mean that the student's absence is excused. It means that the student and family have taken the responsibility of properly informing their teachers of when and why they are missing class. Students are expected to check Google Classroom during their absence, and it is their responsibility to complete any assignment or assessment missed. Students should work in conjunction with their advisors.

4. Minimum Attendance Policy

Once a student has missed eight (8) days of the school year or eight (8) meetings of a course, the principal, dean of students, 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 an excused absence 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.

5. Class Absences: Excused and Unexcused

If the principal or grade-level dean receives a 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.

6. Medical Leave

The Middle School principal, at the recommendation of the Health and Counseling 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. Such leaves or accommodations—and decisions about returning to school—are granted after careful consideration among the School, the student's family, and the student's physician(s). In the event that a student goes on a medical leave, more information regarding the details of the medical leave will be provided by the health and counseling staff to the student and family. When a student is on medical leave, families are expected to meet their financial obligations to the School. Milton will not refund or cancel any portion of the full annual tuition or fees due to a medical leave.

Communication Regarding Patterns of Missing Work

The first time a student misses an assignment, the teacher will email the student and advisor. If a pattern (two or more assignments) of missing work emerges, students and families can expect the following communication from the School:

1. The teacher will send an email to the student, advisor, and parent/guardian if a student is missing an assignment for the second time. The teacher will be specific as to what was missed, how to make it up, and when it is expected to be made up. This process will take place per teacher, per subject.
2. The student should respond to all, to confirm that they received the communication.
3. If the assignment is still missing after the second deadline, the teacher will email the student, advisor, and parent/guardian again with a final deadline.
4. If, after two weeks, the student continues to miss assignments, the teacher should bring the student up in the team meeting.

5. If the teacher has to email home consistently during a semester, the student is brought to the student support team (including Middle School principal, Middle School counselor, learning specialist, dean of teaching and learning, and dean of students) to determine next steps. Next steps could include an advisor/teacher/parent/guardian meeting.

Academic Status Protocol

At the end of a marking period, teachers will identify students who are not meeting the minimum requirements in their course. The teacher will work with the learning specialist to put together a support plan that includes measurable steps. The teacher will be in communication with the student's advisor and will work together to communicate the plan with the student and their family. Students with a support plan 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. When a student is on a support plan, faculty will be in regular communication with the student's advisor. The advisor will provide bi-weekly feedback to the student and their family.

If a student has not made adequate progress with a support plan, they may be placed on academic warning. 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 family. Students on academic warning may continue with their support plan or a new plan may be implemented. When a student is on academic warning, faculty will be in regular communication with the student's advisor, who will provide bi-weekly feedback to the student and their family. A student who demonstrates satisfactory improvement in performance following a full marking period (there are four marking periods throughout the year) will warrant removal from academic warning. Students on academic warning for multiple reporting periods may be placed on academic probation. A student ending the year on academic warning will remain promotional, but may remain on academic warning at the start of the following year.

Academic probation occurs when a student has been on both a support plan and academic warning and consistently not met the 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 principal will communicate the decision in writing to the student's family. The student's teachers, family and the principal will discuss specific measures to improve their performance. Students on academic probation may continue with their support plan or a new plan may be implemented. When a student is on academic probation, faculty will be in regular communication with the student's advisor, who will provide bi-weekly feedback to the student and their family. The advisor, faculty, and the principal will evaluate the progress of any student on academic probation after each marking period. 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 such a case, 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.

Promotional Requirements

All students must take mathematics, English, social studies, science, and a classical or modern language. In addition, students partake in the Arts rotation (including performing arts, visual arts, general music, digital media), 360, Computer Science, and Common Ground. To be promoted, students must meet the minimum requirements of all these courses and be in good behavioral standing (see "Essential Expectations").

Essential Expectations

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. 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).

Treat Others with Dignity and Respect

Students are expected to uphold the rights and well-being of others. Therefore, impinging on the well-being or violating the rights of others, whether targeting individuals or not, is an unacceptable breach of these standards. While injury or harm can occur in interactions between any individual students or groups of students, the School is mindful of the extra impact that these forms of misconduct may have on historically marginalized groups. The School therefore examines with particular scrutiny any conduct targeting identities and groups protected under state and federal law.

All the offenses below include harm done in person, in written or image form, electronic, etc. This includes, but is not limited to, the use of offensive or derogatory images or language that are perceived as being used to humiliate, mock, or insult a person or particular group of people. Impinging on the rights of others, includes but is not limited to:

Harassment

Milton Academy prohibits harassment of any kind. The School therefore forbids harassing behavior, including the use of harassing language and images, regardless of the location, time or medium of the harassing behavior, that creates a hostile environment at School for a targeted student; behavior that infringes on the rights or well-being of a targeted student at School; and behavior that materially and substantially disrupts the educational process or the orderly operation of the School. This prohibition includes but is not limited to: racial, color, or national origin harassment; religious harassment; sexual harassment or sexual orientation harassment; gender identity harassment; actual or perceived age harassment; disability harassment; harassment based on any other characteristic protected under applicable law.

This conduct is prohibited at all times in all places, on or off campus. In addition, the above prohibitions apply regardless of the medium—for example, and without limitation, in direct personal interactions, or in any electronic or voice communication.

Students who feel that they have been the victim of harassment, or who witness or learn of the harassment of another student, are strongly encouraged to report the matter promptly to the dean of students. Students may also discuss the matter with their advisor, their class deans, the Middle School dean or any other adult with whom the student feels comfortable.

Any student found to have harassed another individual will be subject to discipline, up to and including dismissal.

Please see the Milton Academy Hazing and Harassment Policy in this *Handbook's* appendix for more details of the School's harassment policies.

Hazing

Milton Academy prohibits hazing. Both the principal organizer and any participant in an act of hazing will be subject to discipline, up to and including dismissal. Consent shall not be available as a defense to hazing. Pursuant to the laws of the Commonwealth of Massachusetts, Milton Academy mandates that all students read "An Act Prohibiting the Practice of Hazing" and abide by its provisions (reprinted in this *Handbook's* appendix).

Please see the Milton Academy Hazing and Harassment Policy in this *Handbook's* appendix for more details of the School's hazing policies.

Bullying

Milton Academy prohibits all forms of bullying. The School therefore forbids bullying behavior, regardless of the location, time, or medium of that behavior, that 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 or the orderly operation of the School. As a result, a student may face disciplinary consequences for conduct that occurs off of the School campus and outside of School hours. Most bullying behavior has the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- it is difficult for the target of the bully or bullying behaviors to defend themselves against the negative behavior.

Bullying or bullying behavior includes intimidation or harassment that causes a reasonable student to fear for their physical safety or property. Bullying may fall into, but is not limited to, the following categories: physical bullying, verbal bullying, written bullying, psychological bullying, cyber-bullying, racial bullying, and bullying on the basis of gender identity or expression, or on the basis of sexual orientation.

The above prohibitions 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 who feel that they have been the victim of bullying, or who witness or learn of the bullying of another student, are strongly encouraged to report the matter promptly to the dean of students. Students may also discuss the matter with their advisor, their class deans, a member of the deans' office or any other adult with whom the student feels comfortable.

Students found to be in violation of this policy may be subject to disciplinary action, up to and including dismissal.

Please see the Milton Academy Bullying Prevention and Intervention Plan in this *Handbook's* appendix for more details of the School's policies.

Retaliation

The School prohibits all forms of retaliation. Retaliation is any form of intimidation, reprisal, bullying or harassment directed against a student who reports unlawful discrimination, hazing, harassment, or bullying, provides information during an investigation of unlawful discrimination, hazing, harassment, or bullying, witnesses or has reliable information about any such incident or behavior.

Please see the Milton Bullying Prevention and Intervention Plan and the Milton Hazing and Harassment Policy in this *Handbook's* appendix for more details.

DemEANing Language and Images

The School prohibits any student from using words or images that demean or denigrate other individuals on the basis of social identities. This prohibition includes but is not limited to slurs and other demeaning words and images, defacement or use of insulting images related to actual or perceived race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, and disability.

This prohibition applies regardless of the medium. Students found to be in violation of this policy will be subject to disciplinary action, up to and including dismissal.

Assault

The School prohibits all forms of assault, including sexual assault, and any threats of violence against an individual, a group of individuals, or the School. This prohibition applies regardless of the medium. Students found to be in violation of this policy will be subject to disciplinary action, up to and including dismissal.

The rules and prohibitions set forth in this section pertain regardless of the medium used, whether the offense takes place in person, in any electronic or voice communication or in blogs, social networking apps, web forums, or any other online sites. Students are required and expected to have reviewed and be familiar with the Milton Bullying Prevention and Intervention Plan and the Milton Hazing and Harassment Policy, as amended from time to time, and all set forth in this Handbook's appendix and posted on the Milton website. Adults in the Milton community will be supportive in helping students to seek more information about any of these policies. Students knowingly in the presence of these rule violations add support by their presence and may also be held accountable.

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.

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.

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.

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.

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.

Sexual Behavior

Milton Academy is committed to providing a safe, respectful and supportive living, learning and working environment, free from sexual misconduct, in which all members of the community can thrive and succeed. The [School's Sexual Misconduct Policy](#) is designed to uphold this commitment and to create a consistent standard for responding to reports and keeping the community safe. The policy, which applies to all members of the community (students, employees, and parents), defines key terms, prohibited conduct, and protections related to sexual misconduct. Additionally, the policy outlines relevant protocols and procedures for reporting, investigating and resolving incidents and allegations of sexual misconduct.

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, they are committing sexual assault of a minor. The School may take disciplinary action in these cases.

Please see the [School's Sexual Misconduct Policy](#) for further information about the School's policies and procedures around sexual misconduct.

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 principal or the Middle School Office. Students must always sign out at the Middle School Office.

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, gender identity, gender expression, sexual orientation, ethnicity, or other cultures or identities. 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 "comfortable and respectful." Basic expectations include keeping underwear from showing, wearing shoes at all times, and dressing 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, blazer and slacks (not jeans or shorts) and appropriate footwear.

Cell Phones

Cell phones may not be used from 8 a.m. to 3:45 p.m. and must be stored in the student's locker. Students are not permitted to have cell phones on their person at any time throughout the school day.

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. Capturing, 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 come first

School-owned equipment and the Milton 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 or very large files interferes with others' best use of the system. Students should not use Google Docs or any other online platform during the school day as a way to communicate with each other unless it is part of an assignment.

Know how to save files

All users must be familiar with the basics of saving files, printing and using Google (the School's email 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

Impersonating as another person or sending anonymous messages violates Milton's expectation of honest and open communication. Attempts to submit blank documents as completed assignments, tests, quizzes, etc. are academic integrity violations.

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 should contact the technology teacher or the dean of students.

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 the School in its discretion may monitor students' use as it determines is advisable or necessary. Families will be charged for intentional or careless damage to School property.

Technology usage is monitored

All campus use of student laptops, smartphones, email accounts, hard drives, network storage, and internet activity are monitored by Milton Academy, as well as off-campus use of School-owned devices and internet accounts. Additionally, School-owned or personal devices may be searched 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 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.

Athletics Expectations

Team Selection and Tryouts

In some sports, we will conduct a tryout and team selection based on ability and experience. These tryouts are conducted in the first week of the season. Coaches will communicate at the end of the week which level team that athlete should report to. The following sports have a selection process of an "A" and "B" level, and sometimes a "C" level:

- Girls Soccer A and B level
- Boys Soccer A and B level
- Girls Basketball A and B level
- Boys Basketball A, B and C level
- Baseball A and B level

We require that athletes stay with the sport they signed up for. For example if they are selected for the "B" or "C" level, the student will not be granted the opportunity to switch sports.

In sports such as Squash and Tennis, we have a limited number of spots for our roster. This is because of court space and the need to maintain quality instruction. In these sports, we sometimes need to also have a team selection and make a cut. In most cases, athletes will receive their second choice sport if they are cut from one of these teams.

Middle School Athletes Playing on Varsity Teams

Only Grade 8 students 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. In certain rare cases, a student could be considered to play at the Varsity level if that student's athletic talent far exceeds that of his or her Middle School peers, and is identified as someone who could significantly contribute to that Varsity team. This translates as being a starter, or an athlete who would receive significant game playing time.

Once a Middle School student is identified as a potential competitor at the Varsity level, the following procedure must be followed for approval:

- A request about a particular student-athlete is initiated by the athlete, parent, or Varsity Head Coach to both the Upper School and the Middle School Athletic Directors.
- In conjunction with the student's advisor, teachers and the Middle School Principal, the student-athlete will be evaluated for appropriate academic standing, social development and physical preparedness to move forward with trying out.
- Upon approval, the athlete will attend Varsity tryouts
- If the Coach evaluates the athlete as a starter or significant reserve, they may extend the offer to have that athlete play for the Varsity team
- The student-athlete will meet with the Middle School Athletic Director and the Varsity coach to go over expectations.
- 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. Student-Athletes will be expected to go to the library during the Middle school Afternoon Program time.
- Student-athletes who are given permission to play on Upper School team are responsible for following the agreed upon expectations and are expected to conduct themselves in a mature and responsible manner. Should a student-athlete fail to meet these expectations or be involved in a disciplinary matter, their participation on the Upper School team could be revoked.

Discipline

In the Middle School at Milton Academy we value and are committed to academic excellence and the development of strong moral character. Embedded in our programs, reinforced in our classrooms, and highlighted throughout our discussions, is an intentional emphasis on the human experience and personal responsibility. Students are expected to engage in these opportunities as they help students in understanding their role and responsibility as a community member, at Milton and beyond.

Community values and expectations are fundamental to a healthy and productive environment for all. Acknowledging when a student has fallen short of these expectations is an important opportunity for growth and community restoration. The way in which the school engages students, and at times their families, in this process can vary based on the circumstances. Students and families should familiarize themselves with the information below so they know what to expect in terms of school involvement and intervention.

Basic student expectations, inside the classroom and out, will be introduced and reviewed with students in a variety of settings. We provide students with the information necessary to make informed

decisions and foster the skills of self-discipline. Students should expect to have a conversation with an adult when they fail to meet expectations. This could be a conversation with their teacher, class dean, athletic coach, after school teacher, dean of students, etc.

We are a small community that values communication and we work hard to normalize communication with students. It is common for students to be brought in to talk with an adult in the community. All students should anticipate this happening throughout the year. At times, these conversations will remain between the school and the student. In Middle School, it is developmentally appropriate for students to be given the space to make mistakes and course correct after redirection from an adult at school. Families will be notified if a pattern develops or repeated issues arise. These situations often involve low level, minor incidents that often present themselves based on the developmental stage of Middle School age students. There are also times when the school will reach out to families to share information, and often, seek the partnership of families to provide the student with the support needed to address the concern. Families should expect to hear from adults at school, whether that is their child's teachers, class dean, dean of students, advisor, etc. Communication is key to supporting our students.

Formal disciplinary protocols are in place to address incidents that warrant a more serious conversation and formalized review of what transpired and the school's expectations moving forward.

Dean's Committee

The Dean's Committee is called when the infraction warrants a more serious consequence than a student write-up, but does not warrant a suspension or expulsion. The Dean's Committee can also convene as a response to patterns of behaviors. It is also 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 dean of students and/or the Middle School principal when necessary.

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 they are supposed to be
- Not following the proper protocol for early dismissal
- Directly disobeying a directive from a faculty or staff member
- Damaging or taking someone else's property (even if intended to be a joke)
- Unwanted physical contact
- Unkind words or actions toward a peer

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, the 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 nonverbal)
- Acts that impinge on another's rights, safety, and/or well-being (refer to the bullying policy in this *Handbook*)

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

APPENDIX

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 Web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the 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 they 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. 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. 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. 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. 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 they are aware will be subject to disciplinary action, up to and including dismissal.

Assistance/Support in Reporting: Counselors are available 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, pregnant 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 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 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 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 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 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 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 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 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 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 their 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 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 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 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.

Middle School 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. Please note that all matters related to sexual harassment fall under Milton Academy's standalone [Sexual Misconduct Policy](#).

Prohibitions

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

Unlawful discrimination, hazing, 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, hazing, 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, hazing, harassment and retaliation 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, hazing, harassment or retaliation 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.

When imposing disciplinary consequences for hazing, both the principal organizer and any participant in the hazing are subject to punishment. Consent shall not be available as a defense to hazing.

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.

Hazing: Hazing means any conduct or method of initiation into any dorm, team, student association, student group, student organization, or similar whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption

of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. (See Massachusetts Hazing Law attached to this Policy.)

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: 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 are made an explicit or implicit term or condition of an individual's employment or academic status, or a basis for the evaluation of an academic; or (2) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's employment or education by creating a hostile, intimidating, humiliating, demeaning or sexually offensive work, educational, residential or social environment. Please see Milton Academy's standalone Sexual Misconduct Policy for additional information.

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 the 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, hazing or harassment, provides information during an investigation of unlawful discrimination, hazing or harassment, witnesses, has reliable information about unlawful discrimination, hazing or harassment or otherwise assists in the enforcement of this Policy.

Reporting Unlawful Discrimination, Hazing, Harassment or Retaliation; Confidentiality

Students: Any student who witnesses or feels that they have or any other student has been the victim of unlawful discrimination, hazing, harassment or retaliation is strongly encouraged to report the matter promptly to the dean of students. Student reports of unlawful discrimination, hazing, 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, hazing, 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, hazing, harassment or retaliation or of a student who has witnessed or otherwise has relevant information about unlawful discrimination, hazing, harassment or retaliation to promptly notify the dean of students. Furthermore, any parent or guardian who has witnessed or otherwise has relevant information about unlawful discrimination, hazing, harassment or retaliation or feels that any student has been the victim of an act of unlawful discrimination, hazing, harassment or retaliation is strongly encouraged to report the matter promptly to the dean of students. Such reports of unlawful discrimination, hazing, 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, hazing, harassment or retaliation that the person witnesses or otherwise becomes aware of to the dean of students. Reports of unlawful discrimination, hazing, 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, hazing, harassment or retaliation or who fails to immediately report an instance of unlawful discrimination, hazing, harassment or retaliation of which they are 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, hazing, harassment or retaliation to the dean of students for any reason, may make their report to the head of school, Academy Counselor 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, hazing, 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, hazing, harassment or retaliation.

School Response to Allegations of Unlawful Discrimination, Hazing, Harassment or Retaliation

Investigation: Once a complaint of unlawful discrimination, hazing, harassment or retaliation is received, the dean of students 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, hazing, 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 a manner as possible, given the facts and circumstances.

Determination of Disciplinary Process and Response: Upon completion of the investigation, the dean of students or designee shall prepare a written report outlining his conclusion(s) and the findings on which they are based. If unlawful discrimination, hazing, harassment or retaliation is found to have occurred, the dean of students will confer with the Upper School principal and head of school to determine the appropriate disciplinary process to follow (e.g., Dean's Committee, Discipline Committee,

Administrative Discipline Committee or some other process,* depending on the severity of the offense), and shall ensure that such process is promptly commenced. Disciplinary consequences imposed for unlawful discrimination, hazing, 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 their 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, Hazing, Harassment or Retaliation: Upon receipt of allegations of unlawful discrimination, hazing, harassment or retaliation, and before fully investigating the allegations, the dean of students or designee will work with the victim to assess their 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 dean of students 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, hazing, harassment or retaliation during the investigation from further unlawful discrimination, hazing, 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, hazing, harassment or retaliation, the dean of students will keep a confidential file containing the report, the investigation, and any steps taken in response to a finding of unlawful discrimination, hazing, harassment or retaliation.

Massachusetts Hazing Law

COMMONWEALTH OF MASSACHUSETTS

GENERAL LAWS 269:17, 18, 19

269:17 HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one, [sic] year, or both such fine and imprisonment.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

269:18 FAILURE TO REPORT HAZING.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

269:19 Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or

organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

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



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