

CARVER MIDDLE HIGH SCHOOL



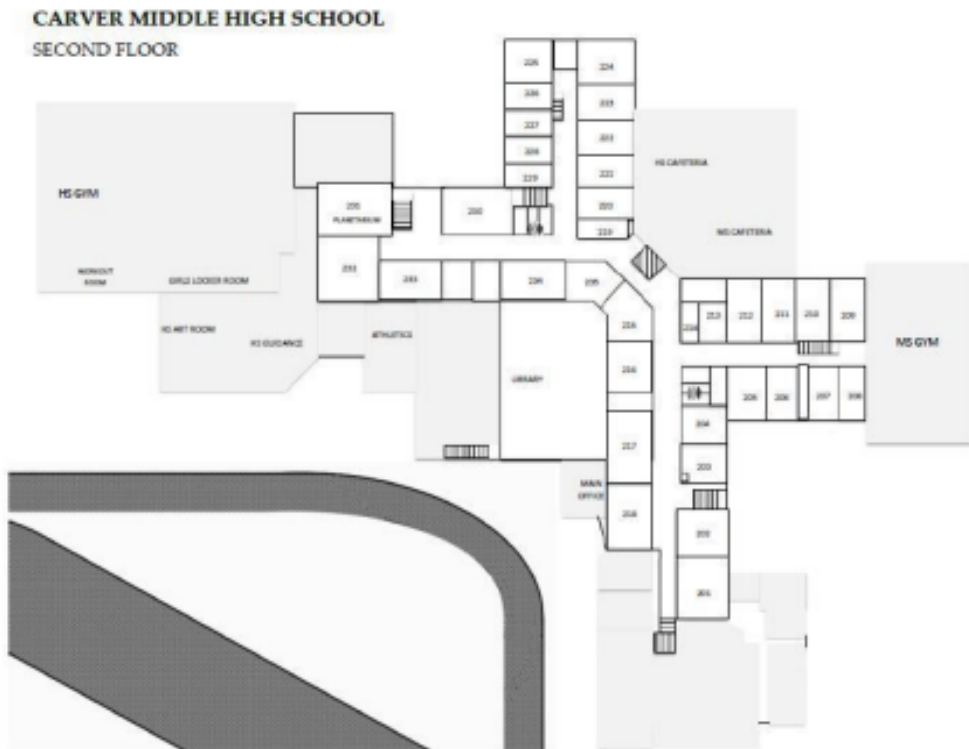
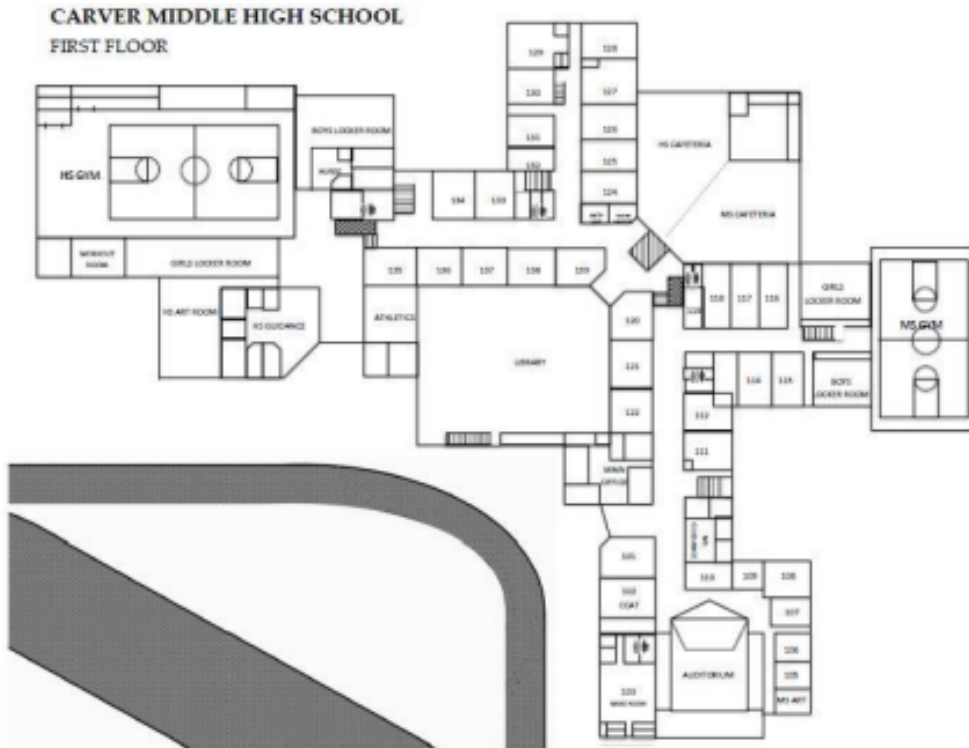
2025-2026

STUDENT PARENT/GUARDIAN HANDBOOK

Grades 6 - 12

CARVER MIDDLE HIGH SCHOOL

Student and Parent|Guardian Handbook Grades 6 - 12
2025-2026



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THE INFORMATION CONTAINED IN THIS HANDBOOK HAS BEEN APPROVED BY THE CARVER SCHOOL COMMITTEE, AND A COPY IS ON FILE WITH THE MASSACHUSETTS STATE DEPARTMENT OF EDUCATION. BECAUSE THIS HANDBOOK OUTLINES THE CODE OF CONDUCT OF CARVER MIDDLE HIGH SCHOOL - GRADES 6 - 12 AND EMPHASIZES STUDENT RIGHTS AND RESPONSIBILITIES, IT IS IMPORTANT THAT IT BE READ THOROUGHLY BY ALL STUDENTS AND PARENT/GUARDIAN(S) IN THE CARVER MIDDLE HIGH SCHOOL – GRADES 9 – 12 COMMUNITY.

CARVER MIDDLE HIGH SCHOOL RESERVES THE RIGHT TO AMEND OR APPEND THIS DOCUMENT AT ANY TIME. IN ORDER FOR THIS CHANGES TO OCCUR THEY MUST BE APPROVED BY SCHOOL ADMINISTRATION AS WELL AS THE CARVER SCHOOL COMMITTEE. AMENDMENT WOULD ONLY BE MADE WHEN THERE IS A TOPIC THAT NEEDS TO BE ADDRESSED DUE TO A CHANGE IN THE BUSINESS PROCESS, SAFETY OF STUDENTS / STAFF. ANY SUCH CHANGES WILL BE COMMUNICATED VIA SCHOOL ADMINISTRATION.

ALL PROGRAMS, ACTIVITIES, AND EMPLOYMENT OPPORTUNITIES ARE OFFERED WITHOUT REGARD TO RACE, COLOR, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, RELIGION, NATIONAL ORIGIN, AND DISABILITY.

SEAN VANCE, DIRECTOR OF GUIDANCE, IS THE TITLE IX COORDINATOR FOR THE DISTRICT. SCOTT KNIEF, SUPERINTENDENT OF SCHOOLS, IS THE TITLE VI AND SECTION 504 COORDINATOR FOR THE DISTRICT. MEREDITH ERICKSON, DIRECTOR OF CURRICULUM, INSTRUCTION AND TECHNOLOGY, IS THE TITLE I COORDINATOR FOR THE DISTRICT. YOU CAN CONTACT MR. VANCE, MS. KNIEF OR DR. ERICKSON, AT 508-866-6160, 3 CARVER SQUARE BLVD., CARVER, MA 02330.

Translations:

If you need this, or any other document translated into a different language, please notify the building principal.

Si necesita una traducción de este documento u otros documentos, por favor notifique Ud. a la directora de la escuela.

Se necessita isto, ou qualquer outro documento traduzido numa linguagem diferente, por favor notifique o director de escola.

Nếu bạn cần tài liệu này hoặc bất kỳ tài liệu nào khác được dịch sang ngôn ngữ khác, vui lòng thông báo cho hiệu trưởng trường.

إذا كنت بحاجة إلى هذا ، أو أي مستند آخر مترجم إلى لغة مختلفة ، فيرجى إخطار مدير المبنى.

이 문서나 다른 언어로 번역된 다른 문서가 필요하면 건물 책임자에게 알려주십시오.

જો તમને આની જરૂર હોય, અથવા અન્ય કોઈ દસ્તાવેજનો કોઈ અલગ ભાષામાં અનુવાદ થયો હોય, તો કૃપા કરીને બિલ્ડિંગ પ્રિન્સિપાલને સૂચિત કરો

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Carver Middle High School

60 South Meadow Road, Carver, Massachusetts 02330
ph. (508) 866-6130 fax: (508) 866-5639 www.carver.org

Christine Cabral Principal
Cabralc@carver.org

Sean McInnis Assistant Principal
Mcinniss@carver.org

Dillon Antell Assistant Principal
Antelld@carver.org

A Message for Parents and Guardians

Welcome to Carver Middle High School Grades 6-12!

Here at CMHS, we are dedicated to providing your adolescent child with a great education that not only includes rigorous academics, but social development and life skills as well. The success of your child has to do with several important factors. Parent involvement: Although we need to “step back” and let our adolescents take on more responsibility, they still need close supervision and interaction with you regarding their school and social life. If they understand that you plan to stay involved in their lives, they are more apt to make better choices.

Teacher student relationships: Each teacher will provide a rich, healthy environment for your son/daughter. They will support your child and your child’s goal to achieve academic success. Student ownership: This is the time in a child’s life that they must start assuming responsibility for their own education. Their efforts are directly related to their outcome on assessment materials. Finally, administrative support: Please know that I will always be here to address your concerns.

We look forward to working with you and your children in the upcoming year!

Sincerely,

Christine Cabral, Principal
The Faculty and Staff

Carver Public Schools

VISION STATEMENT

All Carver Public School students will respect the rights and diversity of others, think creatively and critically, learn continually, and contribute to their community. The students will be challenged by a purposeful and relevant curriculum, one that is essential to the human experience. Staff, parents, community members and businesses will join in a partnership committed to high standards and dedicated to continuous improvement.

MISSION STATEMENT

The mission of the Carver Public Schools is to provide a challenging, comprehensive education in a safe environment where all students are respected as individuals.

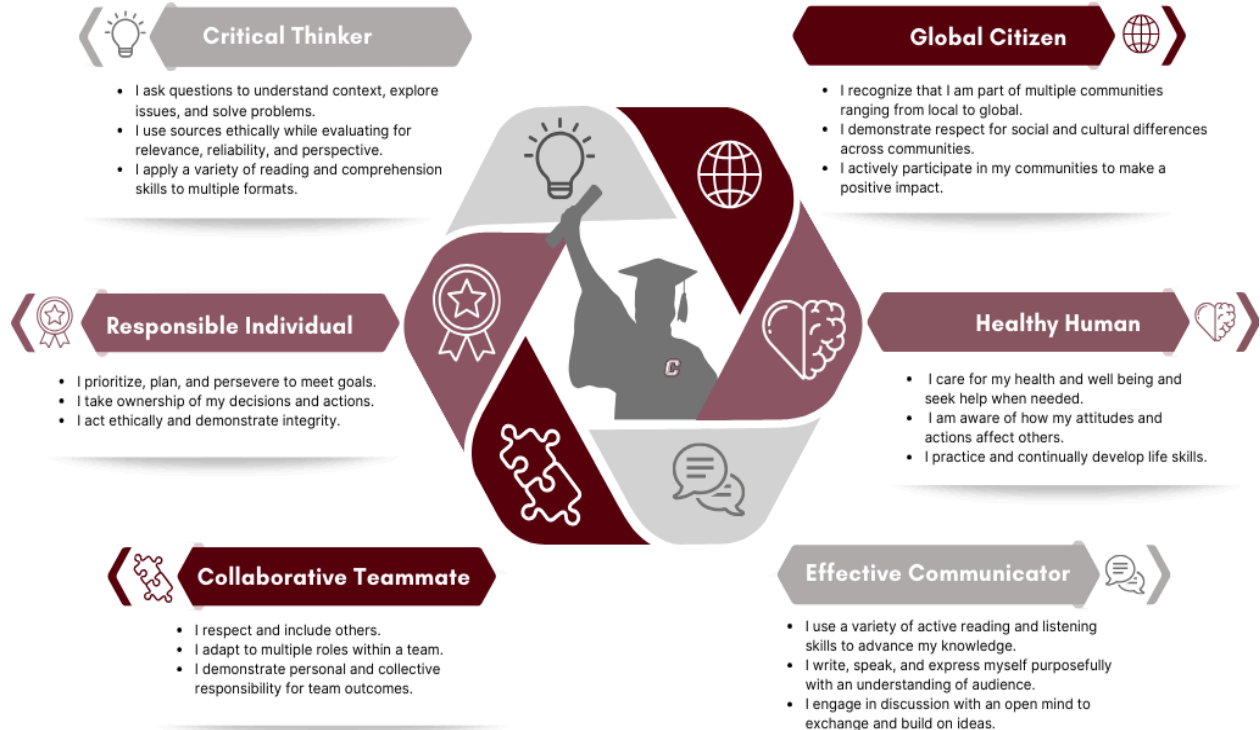
BELIEFS

We believe:

- School, home, and community partnerships are vital for continuous learning and growth.
- Decisions should be made in the best interest of students.
- Every student is important and deserves to be treated with dignity and respect.
- All students can be successful learners in an appropriate setting that meets their learning style.
- Learning is ongoing and life-long.
- Individual creativity is fostered by providing students access to athletics, arts and music.



CARVER MIDDLE HIGH SCHOOL VISION OF THE GRADUATE



CORE VALUES AND BELIEFS

As partners with the community in the evolutionary process of education we believe in our students' importance as individuals and their capacity for future success. We will:

Provide a safe environment with challenging, diverse, and increasingly complex learning opportunities.

Recognize the unique intellectual, social and emotional needs of all of our students.

Inspire our students to become respectful and responsible citizens.

Develop relationships with the community through service and by sharing our academic, athletic, and artistic accomplishments.

Empower our students to be life-long learners and successful in an ever-changing world.

21ST CENTURY LEARNING SKILLS – est. APRIL 2010

Students Will:

1. Apply a variety of critical reading and comprehension skills to multiple formats.
2. Access and select information critically and ethically to construct knowledge, make decisions, solve problems, and create new ideas.
3. Use collaboration skills effectively in a variety of settings.
4. Write with clarity, purpose and understanding of audience.
5. Present with clarity, purpose and understanding of audience.

SOCIAL EXPECTATIONS - est. FALL 2010

Students will:

1. Treat all members of the school community with respect.
2. Participate in the school community beyond the classroom.

CIVIC EXPECTATIONS - est. FALL 2010

Students will:

- 1 Be respectful of the individual and cultural differences of all members of the global community.
- 2 Contribute to the community through service to others.
- 3 Use school equipment and facilities responsibly.

Our strategies for student success include, but are not limited to, the following:

- Agenda Books are recommended for all grades. Carver Middle High School will provide all 6th grade students their personal agenda book each year. The agenda book serves as an effective organizational tool to assist students in their transition from elementary school to middle school. It is an excellent resource to record homework and other important information. It is often used to ensure that students get information to parents and guardians.

- Forecasts of lessons are available to students and families online to provide weekly planning and help students see the “big picture” and connect lessons to eventual assessments.
- Voicemail and email is available for students and/or parents to leave a message for a teacher whenever necessary.
- Chromebooks are provided to all students. Chromebooks are an excellent resource for students to access resources such as; Google Classrooms, teacher websites, and online agendas. Chromebooks are issued for use at school and home. While we utilize filtering software that meets online child-safety guidelines, families assume responsibility to manage their child’s technology use at home. Our website includes online resources with tips for families on technology use at home:
<https://carver.org/parent-helps-for-technology-use/>

DIRECTORY

COMMITTEES AND COUNCILS

CARVER SCHOOL COMMITTEE

SchoolCommittee@carver.org

Stephanie Clougherty, Chair

Kelley Niemi, Vice Chair

Katie Sullivan, Secretary

Jackie Lake, Member

Bill Cullum, Member

The Carver School Committee regularly meets each month.

Meetings are posted in the Superintendent's Office, Carver Town Hall and in all public school buildings.

SCHOOL COUNCIL 2025 - 2026

Christine Cabral, Principal

Maria Calvo, Faculty

Adam Holmes, Parent/Guardian

Tara Stone, Parent/Guardian

Dylan Young, Student

TBD, Student

CARVER SCHOOL DEPARTMENT

ADMINISTRATION

Scott Knief	Superintendent	(508) 866-6160
John Mills	Director of Curriculum, Instruction, and Assessment	(508) 866-6172
Ron Griffin	Chief Operations and Finance Officer	(508) 866-6110
Melissa Leary	Director of Special Education	(508) 866-6190
Brian Mahoney	Director of Information Technology	(508) 866-6167
Maureen Siedentopf	Director of Transportation	(508) 866-9627
David Siedentopf	Director of Facilities	(508) 866-1030

MIDDLE HIGH SCHOOL ADMINISTRATION

Christine Cabral	Principal	(508) 866-6132
Dillon Antell	Assistant Principal (6-8)	(508) 866-6141
Sean McInnis	Assistant Principal (9-12)	(508) 866-6142

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COUNSELORS

Christina McKenna	HS Guidance Counselor, A – K	508-866-6188
Christina Nolan	HS Guidance Counselor, L – Z	508-866-6187
Sean Vance	Adjustment Counselor	508-866-6186
Patricia Winslow	MS Guidance Counselor Dept. Chair	508-866-6195
Sara Grabowski	School Psychologist	508-866-6174
Sean Sullivan	Adjustment Counselor	508-866-6196
Sydney Laliberte	Adjustment Counselor	508-866-6342
Tammy Miller	Career Services Counselor	508-866-6189

MEDIA

Liza Bertram	Library Media Teacher	508-866-6156
Jean Wallace	Library Media Aide	508-866-6155

ATHLETICS

Kelsey Kincade	Director of Athletics	508-866-6136
Anthony Bennett	Assistant Athletic Director	508-866-6274
Danielle Sheehan	Athletic Trainer	508-866-6126

HEALTH

Karen Showan, R.N.	School Nurse	508-866-6145
Jessica Foley, R.N.	School Nurse	508-866-6193

FOOD SERVICES

Theresa Vernazzaro	Director of Food & Nutrition Services	508-866-6137
Janet Scarafone	Middle High - Food Services Manager	508-866-6192

TECHNOLOGY

Elizabeth Araujo	Technology Specialist	508-866-6242
Brian Mahoney	Technology Director	508-866-6167
Daniel Cogswell	Technology Specialist	508-866-6414
Kim Feeley	District Data Specialist	508-866-6166

ADMINISTRATIVE ASSISTANTS

Ashley Doyle	Administrative Assistant; Main Office	508-866-6117
Lynne Galluzzo	Administrative Assistant; Main Office	508-866-6111
Amy Gould	Administrative Assistant; Guidance Office	508-866-6144
Michelle Nickerson	Administrative Assistant; Main Office	508-866-6112

FACILITIES / GROUNDS / MAINTENANCE

Jim Correia	Raymond Amaral	Derek Howard	Christopher Flood
Brandon Kingston	Richard Pegurri	Wendy Stasiowski	Timothy Melanson

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TEACHERS

***To contact a Middle High School teacher, please follow the link below to our district website:*
[MHS Staff Directory](#)

ART

Jennifer Genovese
 Susan Wahle

TECHNOLOGY

David Arruda
 Karen Booth

COMPREHENSIVE HEALTH

Steven Kane
 Timothy Murphy
 Leslie Ritz
 Michielle Robidoux
 Michael Santos
 Jennifer Gatie

CULINARY ARTS

Daniel Portelance

ENGLISH

Morgan Bardetti
 Brooke Bishop
 Robert Ewell *
 Elizabeth Goodwin
 Rachael Kilnapp
 Francesca Madeiros
 Jacqui Perkins
 Elizabeth Reardon
 Dawna Vella

FOREIGN LANGUAGE

Alessio Consoletti
 Maria Calvo *
 Debra Keavy
 Amanda Zac

MATH

Stacey Carter
 Douglas Fies
 Tammy Johnson
 Dana Kanupp
 Amelia Kusins
 Craig Lochiatto
 Jasvir MacIntosh
 Nathan Miller
 Heather Rauch
 Erin Young *

MUSIC

Jillian Griffin
 Jeremy Teunis

SCIENCE

Kathryn Bramley
 Alexandra Carreiro
 Tiffini Cornock
 Mary Guiney
 Michelle Littleton*
 Sean Lyman
 Molly Travers
 Stacy Waitner
 Julia Whalen
 Brian Witkowski

** Denotes Department Chair*

SOCIAL STUDIES

Mark Alessandri
 Brendan Cully *
 Susan Hiller
 Randall Kerwin
 Brian Lamoureux
 Jeff Mallon
 Paul O'Brien
 Christopher Tresca
 David Wechter

SPECIAL EDUCATION

Gayle Beaudoin
 Katie Beyer
 Matthew Cartmill
 Melissa Cordeiro
 Andrea Mooney
 Kayla Hartley
 Lindsey Stork
 Angela Patten
 Meredith Peterson
 Dominique Picariello
 Nicole O'Neil
 Bonnie Moran
 Sean Moroney
 Roger Tait
 Alexander Tarpey

SPECIALISTS

Angela Townsend *
 Danielle Mallory
 Jennifer Thayer
 Jill Liddy
 Rebecca Vess
 Danielle Pigeon

EDUCATIONAL SUPPORT PROFESSIONALS | THERAPY ASSISTANTS | MONITORS

Darlene Aguiar	Christine Abaspour	Carol Cady	Justin Carpender	Tiffany Clancey
Sarah Corbin	Bernadette Coyne	Nancy Frazier	Mike Grant	Raven Jones
Louis Langton	Beth McNeill	Karen McPhee	Cheryl Pittsley	
Brenda Robertson	Robert Rooney	Susan Spillane	Julie Sullivan	Jeremetrius Troy
Ben Vitale	Jean Wallace	Stacey Widegren	Julia Wilson	

GENERAL SCHOOL INFORMATION

School hours for Grades 6 – 12 are from 7:25 A.M. – 2:05 P.M.

BELL SCHEDULE (Grades 6-12)

Period 1		7:25-8:30
Period 2		8:33-9:38
Period 3		9:41-10:46
Period 4	<i>Lunch Block</i>	10:49-12:24
Period 5	<i>WIN! Block</i>	12:27-12:57
Period 6		1:00-2:05

½ DAY BELL SCHEDULE (Grades 6-12)

Period 1		7:25-7:58
Period 2		8:01-8:34
Period 3		8:37-9:10
Period 4	<i>Lunch Block</i>	9:13-10:19
Period 6		10:22-10:55

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SCHOOL CALENDAR | TERMS DATES | MCAS SCHEDULE

SCHOOL CALENDAR	
August 25-26, 2025	Teacher Professional Days
August 27, 2025	School Opens
August 29, 2025	Teacher Professional Days
September 1, 2025	No School - Labor Day Recess
October 13, 2025	No School – Indigenous Peoples Day
November 10, 2025	Teacher Professional Days
November 11, 2025	No School - Veterans Day
November 27-28, 2025	No School – Thanksgiving Recess
December 12, 2025	Teacher Professional Days
January 1, 2026	No School – New Years Day
January 19, 2026	No School – Martin L. King Day
April 3, 2026	No School - Good Friday
May 5, 2026- May 11, 2026	Advanced Placement Exams
May 25, 2026	No School – Memorial Day
May 27, 2026	Class of 2026 – Class Day
May 28, 2026	Class of 2026– Convocation
June 7, 2026	Class of 2026– Graduation
June 15, 2026	Last Day of School (Tentative)

SCHOOL VACATIONS	
December 24 - January 2, 2026	Holiday Recess
February 16 - 20, 2026	Winter Recess
April 20 - 24, 2026	Spring Recess

EARLY RELEASE DAYS	
September 17, 2025	February 11, 2026
October 23, 2025 (Parent Conferences)	March 11, 2026 (Parent Conferences)
November 6, 2025	April 17, 2026
November 26, 2025	May 1, 2026
January 16, 2026	June 15, 2026 (Tentative Last day 180 Days)

GRADES CLOSE			
Term 1: October 31	Term 2: January 22	Term 3: April 2	Term 4: June 15

MCAS EXAM SCHEDULE – 2025-2026		
November 5 - 6, 2025	ELA (Retest)	Grade 10
November 12 - 13, 2025	Mathematics (Retest)	Grade 10
February 3 - 4, 2026	Science (Retest)	Grade 10
March 3 - 4, 2026	ELA (Retest)	Grade 10
March 5 - 6, 2026	Mathematics (Retest)	Grade 10
March 24 - April 17, 2026*	ELA	Grades 6-8

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April 27 - May 22, 2026*	Mathematics	Grades 6-8
April 27 - May 22, 2026*	STE	Grades 6-8
April 27 - June 5, 2026*	Civics	Grade 8
March 24 - 25, 2026	ELA	Grade 10
May 19 - 20, 2026	Mathematics	Grade 10
June 2 - 3, 2026	Introductory Physics / Biology	Grade 9

* *Testing Windows - Not Exact Testing Dates*

CONTACT INFORMATION

Carver Public Schools Website

The Carver Public Schools has established a website on the Internet. The web address is www.carver.org.

Parent/guardian(s) Notification of Student Absence from School

In the event of a student absence, the student's parent/guardian(s) will be called by the main office of the school no later than 10:00 A.M. on the day of the absence to report that the student is not in school. Parents/Guardians no longer need to call the school to report a student absence.

No School and/or Delayed Opening Announcements

Please refer to the following for media updates on school cancellations or delays: Radio Stations: WATD 95.9 FM, WBZ 1030 AM, WRKO 680 AM, WBMX 98.5 FM and TV Channels 4, 5 and 7. Please turn to more than one TV station since we cannot always reach each station in a timely manner. Delays and cancellations will also be announced through the SchoolStatus Connect system. Announcements start at approximately 6:00 AM. **Please DO NOT call the police department, fire department, schools, school department, or radio/television stations; they will simply refer you to the radio or TV.** In the event of a loss of power, you may call Carver's Office of Emergency Management at (508) 866-5219.

Asbestos management plans have been developed for Carver Middle/High School. These plans are available and accessible to the public at the school office. (*This notification is required by the Asbestos Hazard Emergency Response Act (AHERA 40 CFR Part 763 of Title II of the Toxic Substance Control Act.*)

SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION - CARVER PUBLIC SCHOOLS

Title VI of the Civil Rights Act of 1964

Coordinator: Scott E. Knief, 508-866-6150

Statute prohibits discrimination on the grounds of race, sex, sexual orientation, sexual identity, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Coordinator: Melissa Leary, 508-866-6190

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex, sexual orientation, sexual identity in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment (MGL Ch.151B, S3A)

Section 504 of the Rehabilitation Act of 1973

Coordinator: Scott E. Knief, 508-866-6150

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that the public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

American with Disabilities Act of 1990

Coordinator: Melissa Leary, 508-866-6190

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph" (34 CFR 35.107(a).

Equal Educational Opportunities Act of 1974

Coordinator: Melissa Leary, 508-866-6190

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (20 USC S1203(f)

Mass. General Laws CH.76, S5 (also known as Chapter 622)

Coordinator: Scott E. Knief, 508-866-6150

This state law provides that “no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such of such public school on account of race, color, sex, religion, national origin, gender identity or sexual orientation.”

Title I of the Elementary and Secondary Education Act of 1965

Coordinator: John Mills, 508-866-6172

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student’s language needs rather than providing an ESL program/class).

Chapter 688 (Transition Planning)

Coordinator: Melissa Leary, 508-866-6190

School Districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student’s eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget requests that it submits to the state legislature every year.

McKinney-Vento Homeless Education Assistance Act

Coordinator: Melissa Leary, 508-866-6190

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Bullying/Harassment Coordinator

Coordinator: Dillon Antell, 508-866-6141

Carver Middle High School is committed to maintaining a school environment where students are free from bullying, including cyber bullying, and the effects of such conduct.

Public Schools’ Grievance Procedure as Pertains to Civil Rights Law

This grievance procedure is established to meet the requirements of the *Americans with Disabilities Act*. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by Carver Public Schools.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of the complainant and location, date, and description of the problem. Alternative means of filing complaints such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request. The complaint should be submitted by the grievant and/or his/her designee as soon as possible but not later than 60 days after the alleged violation (see page 34.)

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Within 15 calendar days after receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the Coordinator will respond in writing, and, where appropriate, in a format accessible to the complainant, such as large print, Braille, or audiotape. The response will explain the position of Carver Public Schools and offer options for substantive resolution of the complaint.

If the response does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA coordinator within 15 calendar days after the receipt of the response to the School Committee or their designee. Within 15 calendar days after receipt of the appeal, the School Committee or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting the School Committee or their designee, they will respond in writing, and, where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by Carver Public Schools, appeals to the School Committee or their designee, and responses from the ADA Coordinator and/or her designee will be kept by Carver Public Schools for at least three years.

The respondent and his/her associates are prohibited from retaliating in any manner against a complainant or any party involved in the complaint procedure. Acts of retaliation will result in immediate disciplinary action; including, but not limited to, a suspension, expulsion or dismissal.

THE FAMILY EDUCATION AND PRIVACY ACT: MASSACHUSETTS STUDENT RECORDS REGULATIONS

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student’s educational records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the building principal. (Special education records will be destroyed seven years after the student transfers, graduates, ages out, or withdraws from the school system.)

- A. The right to access the student’s educational records: Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request; however, Massachusetts General Law c. 71, 34H (Section 37H) provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.
- B. The right to request an amendment to the student’s education records: Parents/guardians of eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- C. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Carver Public Schools and who need access to a record in order to fulfill their duties. A school official may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of educational records. The Carver Public

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Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll, upon receipt of a request from such officials as long as the disclosure is for purposes related to the enrollment.

- D. As required by federal law, the Carver Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the building principal. Without the receipt of a written objection from the parent/guardian or eligible student within the first two weeks of school, this information will be released without further notice or consent.
- E. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C.

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

ACADEMIC REQUIREMENTS

Graduation Requirements*

Each student must earn 130 credits for a high school diploma. Students may substitute no more than the equivalent of five (5) full year courses successfully passed at an accredited evening school or community college for courses required for a Carver Middle High School diploma.

In accordance with Massachusetts Department of Elementary and Secondary Education, students must earn a Competency Determination through completing classwork based on the academic standards and the state curriculum frameworks for 10th grade students in the areas of Math, Science and Technology, and English.

Students who are unable to attain a Competency Determination prior to their expected graduation date may be eligible for a Certificate of Attainment. In order to qualify for the Certificate of Attainment, the student must have met all other Carver Middle High School graduation requirements.

As part of the credit requirement, students must successfully complete each of the following courses of study requirements:

- English Language Arts and Mathematics 4 years of study
- History and Science 3 years of study
- Comprehensive Health 4 semesters – grades 9-12
- Visual and Performing Arts 2 semesters

All students who receive a CMHS diploma must demonstrate through required coursework, supervised projects, and/or internships that they have met or exceeded expectations for each of Carver Middle High School's Academic Expectations (see appendix). Additionally, in order to achieve the Social & Civic

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Expectation that students “participate in authentic activities that will make a contribution to both the Carver Middle High School community and the community beyond the high school doors,” all students will complete a minimum of 25 hours of community service as a graduation requirement.

Each student must take a minimum of 35 credits of coursework each year. All students are required to carry a minimum of seven classes each semester.

In summary students need the following to earn a Carver Middle High School Diploma:

- 4 Years of Math (Including Algebra I and Geometry)
- 4 Years of English (Including American Literature/English 10)
- 3 Years of Science (Must pass Physics 9, Biology or Chemistry)
- 3 Years of History (Including US History)
- 4 Semesters of Comprehensive Health (Including 1 sem of Health & 1 sem of PE) 2 Semesters of Visual and Performing Arts
- 130 Credits
- 25 Hours of Community Service
- Seniors must pass 25 credits worth of courses during senior year

** graduation requirements changed to reflect updated policies IKF and IKF-E of the school committee policy manual adopted on November 17, 2025.*

In order to participate in graduation activities and exercises, seniors must fulfill all academic requirements and satisfy all financial and discipline obligations.

I. Promotion Requirements

PROMOTION TO GRADE	CREDITS REQUIRED	
10	30	These students will not be eligible to hold any sophomore class office. They will not participate in state testing for sophomores (ELA and Math MCAS). They will not be eligible for sophomore class trips.
11	60	These students will not be eligible to hold any junior class office. They will not participate in state testing for juniors. They will not be eligible to purchase prom tickets or invite guests.
12	95	These students will not be eligible to hold any senior class office. They will not be eligible for any senior class activities including senior breakfast, senior class trips, or internship (95 credits required). They will not be eligible for senior privilege.
GRADUATION	130	These students will not be eligible to graduate or participate in any related activities; such as, Class Day, Convocation, Senior Dinner Dance, or Commencement.

*PLEASE NOTE: Graduation requirements are constantly under review and subsequently may change. Notification of any changes will be communicated in a timely manner.

**Administration reserves the right to waive any of the above standards

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CALCULATION OF G.P.A.

The following chart is used for conversion of numerical grades to 4.0 scale.

NUMERICAL GRADE	A.P. COURSE	HONORS COURSE	COLLEGE PREP COURSE	COLLEGE PREP 2 COURSE
100	5.3	4.8	4.3	3.8
99	5.3	4.8	4.3	3.8
98	5.2	4.7	4.2	3.7
97	5.2	4.7	4.2	3.7
96	5.1	4.6	4.1	3.6
95	5.1	4.6	4.1	3.6
94	5.0	4.5	4.0	3.5
93	5.0	4.5	4.0	3.5
92	4.9	4.4	3.9	3.4
91	4.8	4.3	3.8	3.3
90	4.7	4.2	3.7	3.2
89	4.6	4.1	3.6	3.1
88	4.5	4.0	3.5	3.0
87	4.4	3.9	3.4	2.9
86	4.3	3.8	3.3	2.8
85	4.2	3.7	3.2	2.7
84	4.1	3.6	3.1	2.6
83	4.0	3.5	3.0	2.5
82	3.9	3.4	2.9	2.4
81	3.8	3.3	2.8	2.3
80	3.7	3.2	2.7	2.2
79	3.6	3.1	2.6	2.1
78	3.5	3.0	2.5	2.0
77	3.4	2.9	2.4	1.9
76	3.3	2.8	2.3	1.8
75	3.2	2.7	2.2	1.7
74	3.1	2.6	2.1	1.6
73	3.0	2.5	2.0	1.5
72	2.9	2.4	1.9	1.4
71	2.8	2.3	1.8	1.3
70	2.7	2.2	1.7	1.2
69	2.6	2.1	1.6	1.1
68	2.5	2.0	1.5	1.0
67	2.4	1.9	1.4	.9
66	2.3	1.8	1.3	.8
65	2.2	1.7	1.2	.7
64	2.1	1.6	1.1	.6
63	2.0	1.5	1.0	.5
62	1.9	1.4	.9	.4
61	1.8	1.3	.8	.3
60	1.7	1.2	.7	.2
59	.0	.0	.0	.0

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Grade Point Average

Calculation of G.P.A. (Grade Point Average) and Class Rank A student's G.P.A. is based on his/her cumulative grades in courses identified as AP, Honors, CP, or CP2 beginning with final grades in grade 9 and concluding with final grades in grade 12. Only courses taken at Carver Middle High School will be included in the G.P.A. process. A student's G.P.A. reflects his/her academic success in comparison to the academic success of all other students at Carver Middle High School. A student's G.P.A. is reported to colleges during the admissions process and is used to calculate rank in class. A student must have completed at least two years at Carver Middle High School in order to be included in class rank. The baseline for the calculation of G.P.A. at Carver Middle High School is based on grades earned in College Preparatory classes. These grades are converted by the computer to a 4.0 scale. Because of the increased demands and rigor of Honors and Advanced Placement classes, these classes are given additional weight on the 4.0 scale. Grades earned in Honors classes are given a .5 additional weight; grades earned in Advanced Placement classes are given an additional 1.0 weight. Grades earned in CP2 classes are converted to .5 below the conversion for grades earned in college preparatory classes. Only grades earned in courses labeled as College Preparatory 2, College Preparatory, Honors, or Advanced Placement are used in the calculation of G.P.A. The chart above is used for conversion of numerical grades to 4.0 scale.

II. Academic Support Services

A. GUIDANCE DEPARTMENT SERVICES

The mission of the Carver School Counseling Program is to work as advocates, supporting all students in the areas of academic, career and personal/social development throughout their school careers. We will provide programs, classroom-based interventions, group and/or individual counseling that allow students to feel supported and safe at school, develop interpersonal skills for positive social interactions and understand their personal strengths and challenges. We will work as partners with students, educators, parents and townspeople to prepare all students to meet the changing needs and increased expectations of the larger community. We believe that every student and family deserves to be treated with dignity and respect. Students will be given the opportunity to maximize their individual academic potential. They will be supported in investigating careers in relation to knowledge of self and to make informed decisions for their futures. Carver Public Schools has selected the Scoir Platform to assist us and our students in managing the college and career planning process. Scoir is a comprehensive website that students along with parents can use as a tool in planning for their future. It is very important that students and parent/guardian(s) communicate with their counselor concerning any questions or problems they may be having. Students and their parent/guardian(s) are encouraged to meet with their counselor as often as they would like by making an appointment through the guidance secretary.

1. **Course Add / Changes** In the event that a course change must be considered due to unusual circumstances, counselors will solicit information from all appropriate individuals, including the student, parent/guardian, and teacher. The counselor will then make a recommendation to the Department Chair in writing for or against the proposed change. After reviewing the documentation provided by the counselor, the Department Chair will accept or reject the recommendation for a course change. The counselor, upon receipt of the Department Chair's final decision, will notify all concerned individuals in writing. No requests for course additions/changes will be considered after the 8th day of classes for full-year courses or after the 4th day of classes for semester courses.
2. **Course Drop** Students withdrawing from courses shall receive no credit and will not be able to attend summer school in those courses. Students who withdraw from a course after one term will receive a WP (Withdrawn Passing) or WF (Withdrawn Failing) on their report card and transcript. Students must, however, continue to carry seven (7) courses

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3. **Course Level Changes** It is possible during the academic year that parents/guardians, student, counselor, and/or teacher may recommend that the student challenge himself/herself to a more advanced level of study in a course, or move to a level of study that better meets the student's developing skills. The counselor will gather information on student progress from all appropriate parties. The counselor and the department chair will review the information and an informed decision will be made in the best interests of the student.

B. EVENING HIGH SCHOOL

Students may attend area evening high schools for credit as approved by Carver Middle High School - Grades 9 - 12 administration. Students who attend evening school are still required to carry the equivalent of seven full-year courses at Carver Middle High School - Grades 9 - 12. Students may substitute no more than 5 full-year courses earned from an accredited evening school or community college for credits required for a Carver Middle High School - Grades 9 - 12 Diploma. Courses taken at an accredited evening school for purposes of summer school (i.e. The course taken the summer directly following the school year in which the student failed the course at CMHS) will not be counted as one of the five (5) transfer classes.

C. EXTRA HELP SESSIONS

Each member of the Carver Middle High School - Grades 6 - 12 faculty designates one after-school session per week in order to provide extra help to students in small groups or on an individual basis. Arrangements for extra help should be made between the student and teacher.

D. WIN! BLOCK

The fundamental purpose of CMHS is to ensure all students learn at high levels. WIN! Block has been designed to provide students with additional time and support for learning when they struggle, and extend and enrich learning when they have mastered expected outcomes. WIN! Block is a 30-minute block of time carved out of the school day wherein all students are free to choose how to spend the 30-minutes.

It is our belief that given time during the school day to focus on individual improvement, and the ability to work with teachers eager to support them, will result in improved academic performance for all students. Available during WIN! Block choices are: club activities, class meetings, enrichment, student-led initiatives, open gym, study groups, guidance meetings, extra help, academic bootcamps, homework help, work on a project, peer tutoring, and more (current WIN! Block opportunities are posted on MyFlex Learning).

Students who do not meet the behavioral expectations as described in our handbook will lose their "choice" privilege and may be assigned an activity for WIN Block! In summary, the Goals of WIN! Block are to:

- Increase opportunities to support ALL learners
- Allow time for student involvement in enrichment/extracurricular activities
- Allow more efficient use of staff and student time
- Allow for personalization of education
- Decrease number of overall students with a failing grade in any course
- Increase overall class averages for all students

E. FIELD TRIPS

Field trips are taken to enrich learning experiences. Students must obtain written parent/guardian(s) consent prior to the scheduled trip date and are subject to school rules and regulations while on a field trip. It is the student's responsibility to make up all missed work. Field trips are discouraged during the last week of each semester. Any student in violation of the Student Handbook sections titled *Student Responsibilities – Code of Conduct or*

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Attendance Policy will receive consequences that may include removal from a field trip. Any student that is not a registered member of a field trip who is identified as present at the destination will be considered truant from school and will not be allowed credit for work or assessments missed.

F. FORECASTS

A written, weekly forecast of unit focus, learning objectives, daily activities, and nightly assignments is provided to each student by the teachers in each discipline. These forecasts provide an excellent guide for students and parent/guardian(s), helping both student and parent/guardian(s) to address nightly homework and to plan for completion of long-range assignments. Students keep their forecasts in notebooks according to each individual teacher's class work requirements.

G. SPECIAL NEEDS PROGRAMS

The Carver Public School District has available a range of special education and related services for students who have been identified as having special needs. Students are identified through an evaluation process set forth in Chapter 766 and related federal laws. Parent/guardian(s) and/or teachers may initiate a referral for a special needs evaluation for a student. Further information about the evaluation process and programs for students with special needs is available from the Director of Special Education at 508-866-6190.

H. SUMMER SCHOOL (GRADES 6-12)

A failing grade may result in a student needing to attend summer school. Because of its limited duration, summer school marks do not replace those earned during the school year. However, an earned summer school grade of not less than a 70 (C-) entitles a student to continue in courses of a sequential nature. Grades earned in summer school are not included in class rank calculations. Student's transcripts will reflect both the failing grade and the summer school grade. In order to determine fall eligibility for athletics or extracurricular activities, a summer school course replaces the lowest term grade for the failed course.

III. Assessments/Testing

A. REPORT CARDS

Report cards are issued four times a year. Students are evaluated on academic progress in each subject. Report cards include achievement, conduct, effort and attendance as indicators of student performance.

1. Effort Grade Criteria:

A grade of (1) Excellent (2) Satisfactory (3) Needs Improvement (4) Unsatisfactory will be given for student effort in each course and marking period. The rating will be based on the following indicators of classroom effort:

- a) Attends on a daily basis;
- b) Arrives at class on time;
- c) Strives for precision and accuracy in class work;
- d) Reads and follows instructions carefully before starting a task;
- e) Contributes consistently to class discussion in an appropriate way;
- f) Takes responsibility for completing assignments on time;
- g) Listens and takes pertinent notes in class;
- h) Completes homework consistently;
- i) Brings appropriate materials to class;
- j) Keeps course materials together in the assigned manner;
- k) Produces neat, orderly work.

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2. Conduct Grade Criteria:

A grade of (1) Excellent (2) Satisfactory (3) Unsatisfactory will be given for student conduct in each course and marking period. The rating will be based on the most common behaviors expected of successful students:

- a) Routinely shows respect toward faculty, staff and classmates;
- b) Accepts responsibility for own behavior;
- c) Takes care of school property (books, classroom equipment);
- d) Cooperates with faculty and staff;
- e) Listens courteously to others in class;
- f) Does not disrupt class activities.

3. Grading System

Grades are reported numerically. The Letter Grade Equivalent is noted below.

97 – 100	A+	87 – 89	B+	77 – 79	C+	67 – 69	D+	0 – 59	F
93 – 96	A	83 – 86	B	73 – 76	C	63 – 66	D		
90 – 92	A-	80 – 82	B-	70 – 72	C-	60 – 62	D-		

4. Incomplete Grades

Students who receive an Incomplete for a term grade must complete all make-up work within two weeks of the distribution date for that term's report card.

B. STANDARDIZED TESTING INFORMATION

Every test administered in the Carver School District should be taken seriously by parent/guardian(s), staff, and students. Tests are important for a variety of reasons as measurement of student progress, evaluation of curriculum, and system-wide assessment. Any of the tests listed below could have a considerable impact on a student's future choices

1. ADVANCED PLACEMENT EXAMINATIONS

AP Exams will be given on designated days during the month of May. All students are required to take the AP examination, the cost of which is determined by The College Board. The AP examination serves as the final examination in a particular subject area.

2. MCAS (MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM)

As part of the Massachusetts Education Reform Act of 1993, all Carver Middle High School - Grades 6-10 students will take this battery of tests in the spring. These tests, administered statewide, are designed to measure student mastery of the material prescribed in the Common Core. These rigorous examinations will provide valuable information about individual student progress and our progress as a school system.

3. SAT / PSAT TEST INFORMATION

Students who intend to further their education should take the PSAT (Preliminary Scholastic Aptitude Test) in October of their junior year. They should take the SAT (Scholastic Aptitude Test) in the spring of their junior year and the fall of their senior year.

Registration for the PSAT is handled through the high school's Guidance Office and administered during a school day in October. Information about registration will be shared through the high school's Guidance Department with students and families.

IV. Recognition Of Academic Achievement

A. HONOR ROLL

An honor roll for recognition of scholastic achievement is published at the end of each marking period. All courses are included in the calculations.

The levels of honor roll achievement and scholastic requirements for each level:

1. **High Honors:** A grade of 90 or above in all courses.
2. **Honors:** All grades above 80

V. Homework Guidelines

We consider homework an integral part of the academic curriculum. Homework provides an opportunity for reinforcement and expansion of classroom learning and is essential in teaching students accountability and responsibility. Homework typically consists of, but is not limited to, reading, skill development activities, writing assignments, and other appropriate learning tasks. Homework is monitored by teachers and is factored into student evaluation.

BE RESPECTFUL, BE RESPONSIBLE, BE THE BEST YOU CAN BE

At Carver Middle High School, we encourage all students to “Be Respectful, Be Responsible, Be the Best You Can Be!” We believe we can create environments which increase the likelihood students learn and behave. We have established an environment which is guided by a core curriculum and implemented with consistency and fidelity. A positive behavior management process results in a safer and more effective school environment. A system of clear school-wide expectations are displayed throughout all areas of the building. Students are often recognized for meeting expectations. When students don’t meet expectations there are consequences and/or redirection. (See Code of Conduct pages 27 – 44.)

Auditorium Expectations

- Be Respectful: Remain seated, be attentive, applaud appropriately.
- Be Responsible: Be on time, enter and exit in an orderly fashion, silence electronic devices.
- Be the Best You Can Be: Dress for the occasion, listen actively, learn.

Cafeteria Expectations

- Be Respectful: Make eye contact with staff; say “please” and “thank you,” have appropriate conversations, maintain acceptable noise levels, consider personal space and property.
- Be Responsible: Leave your area clean, push in your chair when leaving, follow school policy re: electronic devices.
- Be the Best You Can Be: Pick up trash that may not be yours, be flexible and inclusive in seating arrangements, alert staff to concerning behaviors, enjoy a healthy well-balanced diet.

Classroom Expectations

- Be Respectful: Follow directions, be attentive/listen, be open to others’ ideas, one person speaks at a time.

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- Be Responsible: Arrive on time, be prepared, stay on task, use devices appropriately, complete assignments on time, follow-up when absent, display academic honesty.
- Be the Best You Can Be: Engage in learning, monitor your progress, seek extra help, support classmates/peer tutor.

Computer Lab Expectations

- Be Respectful: Treat equipment with care, quietly stay on task, remain in your space.
- Be Responsible: Follow Acceptable Use/ Technology Policy, only access relevant programs/sites, keep food and drink outside of lab, leave your area clean, push in your chair when leaving.
- Be the Best You Can Be: Report equipment/technology concerns, support classmates, model digital citizenship.

Chromebook Expectations

- Be Respectful: Treat equipment with care. Use Chromebook assigned to your specific account. Follow teacher directions for “Screens up” or “Screens Down.”
- Be Responsible: Follow acceptable use/technology policy. Only access relevant programs/sites. Bring a fully charged Chromebook to school and keep your charger in a safe place. Keep Chromebooks in clean spaces away from locker rooms, bathrooms, food and drink. Keep Chromebook screen clean with dry, soft cloth. Only purchased Chromebook cases may be decorated.
- Be the Best You Can Be: Report equipment/technology concerns to staff. Support classmates. Model digital citizenship.

Hallway Expectations

- Be Respectful: Consider personal space and property, hold doors for others, keep hands to yourself, use appropriate language, close locker quietly.
- Be Responsible: Arrive to class on time, keep your locker clean and organized, pick up litter and dispose/recycle, seek teacher support if you see a problem.
- Be the Best You Can Be: Be a role model, be patient with crowds, assist those in need, avoid conflict.

Library Expectations

- Be Respectful: Use a quiet voice, have appropriate conversation, follow directives, consider personal space and property.
- Be Responsible: Use library resources appropriately, use electronic devices appropriately, keep the library food and drink free, leave your area clean.
- Be the Best You Can Be: Engage in learning, stay on task, be considerate of others.

School Bus Expectations

- Be Respectful: Politely greet your driver, follow directives, have appropriate conversation, maintain acceptable noise level, consider personal space and property.
- Be Responsible: Wait for driver signal to board bus, enter and exit bus in an orderly fashion, follow school policy re: electronic devices, leave your area clean.
- Be the Best You Can Be: Share seat with others, pick up litter that may not be yours, alert bus driver to concerning behaviors, assist substitute bus driver.

STUDENT RIGHTS AND RESPONSIBILITIES

I. Student Rights

- A. In accordance with Massachusetts General Law – Chapter 76, Section 5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual identity or sexual orientation.
- B. Any student who believes he/she may have been the victim of discrimination will be informed by the Assistant Principal of the school’s grievance procedure. Upon request, the Assistant Principal or designee will provide further information regarding Title IX/Chapter 622.
- C. No student shall be discriminated against because of marriage, pregnancy or parenthood. The school may require a physician’s certificate and/or supervision of a pregnant student.
- D. All rules and regulations necessary to maintain the process of education will be announced to students in either written or oral form prior to their implementation.
- E. Students have the right to freedom of expression, petition and assembly through speech, symbols and the dissemination of written viewpoints as well as the right to assemble peaceably on school property provided that no disruption or disorder is caused within the school or its programs. Any expression made by the students will not be deemed to be the expression of school policy and school personnel will not be held responsible.
- F. Every student has the right to become involved in the school community to the extent that he/she may:
 - 1. Vote in student elections;
 - 2. Hold student office;
 - 3. Use school facilities for approved activities which have faculty supervision;
 - 4. Participate in the development of curriculum, regulations and a school atmosphere conducive to a positive and worthwhile educational experience
- G. All students have the right to attend school without fear of threats or reprisals. Any student violating this or any other civil right of students will be dealt with by the administration and may be suspended from school for up to 10 days. In addition, the student may be referred to the school committee for expulsion. All students must be afforded Due Process whenever deprived of their education from regular classroom instruction or from other school activities through suspension. The following steps will be taken upon receiving a complaint or information of possible student misconduct:
 - 1. The administrator in charge will fully investigate the matter;
 - 2. The student will be told the evidence against him or her and then be given the opportunity to fully explain his/her side of the matter;
 - 3. If there is evidence that the student has engaged in misconduct, the administrator in charge may suspend the student;
 - 4. A post-investigative conference shall be held with the student and his/her parent/guardian(s) and the administrator if a dispute exists.

H. AGE OF MAJORITY: RESPONSIBILITIES

Students who have reached the age of 18 and with parent/guardian(s) guidance and have determined that they will sign their own absence, dismissal, and permission notes, must register this decision to exercise this right in the main office. **All policies in this handbook remain in force applicable to students who have reached the age of majority.**

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II. Student Responsibilities

Upon entering Carver Middle High School - Grades 6 - 12, each student must recognize his/her responsibilities as a member of the school community, a community devoted to the educational process and the establishment of a safe, stable, and thriving learning community. These responsibilities include the following:

- A commitment to daily attendance;
- Responsible behavior which protects the rights and safety of every member of the school community and promotes the school's purpose of a meaningful education for all;
- Personal accountability for one's decisions and actions.

A. DRESS GUIDELINES

Carver Middle High School is a community that respects learning and learners. Respect is conveyed through behavior and appearance and, to that end, we believe it is necessary to outline reasonable guidelines on respectable dress. We value the freedom to express individuality through dress, however, students are expected to wear clothing that meets reasonable standards of cleanliness and decency.

- Students should dress casually and comfortably for school, while wearing clothing that is well-suited for a school environment.
- Dress and accessories must not be destructive to property
- Clothing, drawings, tattoos, and accessories that display or promote negative messages are not permitted. These could include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words, or graphics.
- School administration reserves the right to ask clothing to be turned inside out, for any language or graphics that may cause disruption to anyone's school day.
- Teachers have the authority to set the classroom expectations in regards to hats and hoods being allowed in their specific classroom. Students are expected to follow the teachers classroom rules at all times.

We ask for your understanding and cooperation. Please know that faculty, staff and/or an administrator may talk to an individual about inappropriate dress when necessary. If a student's clothing is inappropriate to the educational setting, the Principal will request that, **1.** The student changes his/her clothing or, **2.** The student is to return home for a change of clothing. In these cases, we hope that the person respects the environment and that he or she makes better choices in the future.

B. CODE OF CONDUCT

The ultimate goal of school discipline is to instill self-discipline in each student. Maintaining an environment in which quality instruction may occur is the responsibility of everyone in the community. Good discipline is essential to each student's personal development and is necessary to provide an appropriate educational environment in which students may learn.

The Code of Conduct of Carver Middle High School - Grades 6 - 12 is progressive in nature. Repeat offenses of a similar kind will result in progressively more serious consequences. However, students and parent/guardian(s) should be aware that a single incident of possession of a controlled substance or a dangerous weapon or assault at school or at school-related events or other act which seriously disrupts the school environment will usually result in long-term suspensions or expulsions. It should be noted that it is impossible to foresee all infractions, and the administration reserves the right to impose penalties for all acts contrary to proper behavior not expressly stated herein. All rules and regulations in this student handbook are in force at all school-related activities, both on and off school grounds.

A student's failure to accept his/her school-wide responsibilities could result in one or more of the following consequences:

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1. TAKE HOME DETENTION

A take home detention is a written assignment where the student reflects about their behavior and identifies a plan on how to improve said behavior. A guardian must sign the assignment.

2. LUNCH DETENTION

During a lunch detention a student will have lunch in a supervised location outside of the cafeteria. The student can return to the lunchroom after enough time that the administration and student are confident that the behavior that led to the lunch detention will not be repeated. Additionally, juniors and seniors who misuse the common areas during lunch will lose privilege to those locations.

3. TEACHER DETENTION

Teachers will enforce all rules necessary to maintain proper order in their classrooms. Teacher detention will be assigned for minor incidents occurring within the teacher's jurisdiction: inappropriate classroom behavior; unexcused tardiness to class; lack of preparation for class. Teacher detentions take precedence over all after-school activities. It will be served for a period of time after school as designated by the teacher but will not exceed 45 minutes in length. If a student is unable to serve the detention on the original day, the teacher will assign an alternate afternoon session, which must be served as assigned. It is the student's responsibility to know the date they are to serve the teacher detention. If a student is unsure when he or she is to serve detention it is his or her obligation to ask. **If a student fails to serve an assigned teacher detention, he or she will be assigned two (2) office detentions by the administration and will not be allowed to participate in any extracurricular activities until the detention is served.**

4. OFFICE DETENTION

Office Detention will be held on Tuesdays, Wednesdays or Thursdays in a specified classroom from 2:10 p.m. to 2:50 p.m. Office detention will be monitored by faculty, guidance counselors, or administrators. Students may be assigned office detention by administration for infractions outside of the classroom.

Failure to report to office detention will result in a Saturday School or Suspension.

5. SATURDAY SCHOOLS

Saturday Schools are held on assigned Saturday mornings from 8:00 A.M. to 11:00 A.M. Supervision will be provided by one or two faculty/staff members. Students will be given the opportunity to gather assignments from classroom teachers prior to the date of the Saturday School. The administration will make that decision based on individual circumstances and the availability of meaningful school service.

Students need only be given 24 hour notice prior to the assignment of a Saturday School. These sessions will not be rescheduled to accommodate a student, unless there is an extenuating circumstance deemed valid by the administration. If a student is absent /excused from school that day, the Saturday School will automatically be rescheduled for the following week. Students who choose to be suspended rather than attend Saturday School will be suspended in-school for one day. Out-of-school suspensions will be counted as unexcused absences and may affect a student's credit standing (see Attendance Policy, page 45.) Students will not be entitled to make up work affected by this suspension. A parent/guardian reinstatement conference will be held with the Assistant Principal.

6. SOCIAL PROBATION

Social Probation is exclusion from participation in any or all extra-curricular activities

and school functions; including, dances, school assemblies, athletic events and field trips for a time period to be determined by the building administrator.

7. SERVICE TO THE SCHOOL AND/OR COMMUNITY

The administration may, at their discretion, reduce or eliminate a disciplinary action based on an agreement with a student to perform a service activity. The needs eliminate a disciplinary action based on an agreement with a student to perform a service of the school and the appropriateness of the conditions for participation and supervision will determine the nature of the activity. However it is the student's responsibility to initiate that act of service.

8. IN-SCHOOL SUSPENSION

If deemed appropriate by the administration, students may be required to attend in-school suspension during the school day. The procedures to be followed in connection with an in-school suspension are set forth on page 36.

9. OUT-OF-SCHOOL SUSPENSION

If deemed appropriate by the administration, and the due process described on pg. 36 - 37 has been followed, students may be suspended from school for up to 10 days. The Principal will conduct a formal hearing prior to suspending a student for more than 10 days.

Suspended students have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is removed from school for a disciplinary offense for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of suspension or expulsion.

Any student who is suspended from school for a 4th time in one school year will have a parent/guardian meeting with the Principal to discuss consequences of further offenses, review behavioral intervention strategies, and use of appropriate school and community resources. All students suspended out of school shall not attend or participate in any school-related activities until the student is reinstated back in school. Violation of this policy may result in further disciplinary consequences.

All out-of-school suspensions will be considered as unexcused absences from school. In the event of a long-term suspension of consecutive days, the maximum number of unexcused absences will be three for that one incident. Any additional days for that same incident will be considered excused absences from school.

10. EXPULSION

Section 37H of Ch. 71 of the Gen. Laws give principals authority to expel any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, or any student who assaults school personnel on school premises or at school-sponsored events. Students are also subject to expulsion or long term suspension by the Principal when charged or convicted of a felony based on standards and procedures set forth in M.G.L. c. 71, § 37H1/2. See pages 35 & 36 for the procedures to be followed in connection with suspension or expulsion for the offenses covered by these statutes. Expulsion is discretionary within province of the principal. The principal may use suspension rather than expulsion.

III. DISCIPLINE OF STUDENTS WITH DISABILITIES

A. DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., (“IDEA”) provide eligible students (“students”) with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

1. SHORT TERM REMOVALS

Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student’s disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a “change of placement” as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student’s IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

2. CHANGE OF PLACEMENT

A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or was the direct result of any failure by the school to implement the IEP.

3. RESULTS OF THE MANIFESTATION DETERMINATION

If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

EXCEPTION FOR DRUGS, WEAPONS AND SERIOUS INJURY

Regardless of the Team’s decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five

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(45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Scott Knief who can be reached at 508-866-6150.

B. DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's

director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

C. DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity

of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

D. STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

**REGARDING EXPULSION:
Massachusetts General Law, c 71, 5. 37H**

By state law, the following procedure is followed in certain cases of serious student misconduct as specified below:

- I.** Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife, or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or the school district by the principal.
- II.** Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- III.** Any student who is charged with a violation of either paragraph "A" or "B" shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph "A" or "B".
- IV.** Any student who has been expelled from the school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- V.** Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an educational service plan, under Section 21 of Chapter 76.

**FELONY COMPLAINT OR CONVICTION OF STUDENT;
SUSPENSION; EXPULSION, RIGHT TO APPEAL
Massachusetts General Laws, C.71 and 37H 1/2**

- I.** Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The students shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the

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

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

If the student has been expelled by the principal or headmaster, the student has the right to appeal this expulsion. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent/ guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the year. Such decision shall be the final decision of the regional school district with regard to the expulsion. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of the suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

**DUE PROCESS: PROCEDURES THAT APPLY TO DISCIPLINE FOR
CONDUCT NOT GOVERNED BY M.G.L. C. 71, §37H AND 37H ½**

**I. IN-SCHOOL SUSPENSION FOR LESS THAN 10 CUMULATIVE DAYS DURING
A SCHOOL YEAR**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

- A.** The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

- B. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

- C. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 38.

II. PROCEDURES FOR SHORT-TERM, OUT-OF-SCHOOL SUSPENSIONS

(10 cumulative days or less in a school year)

Except in the case of an Emergency Removal as provided on page 39, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

A. NOTICE:

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent. The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

B. EFFORTS TO INVOLVE PARENT:

The administrator will make reasonable efforts to notify the parent of the opportunity to

attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

C. FORMAT OF HEARING:

The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

D. DECISION:

The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

III. PROCEDURES FOR LONG - TERM SUSPENSION

- A.** Except in the case of an Emergency Removal provided on page 39, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. NOTICE

The notice will include all of the components for a short-terms suspension in Section C above, plus the following:

- a)** In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b)** the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c)** the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d)** the right to cross-examine witnesses presented by the school district;
- e)** the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f)** the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. FORMAT OF HEARING

The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's

conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. DECISION:

Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b) Set out the key facts and conclusions reached;
- c) Identify the length and effective date of the suspension, as well as a date of return to school;
- d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- e) Inform the student of the right to appeal the suspension, administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include information required for an appeal.
- f) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
- g) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.
- h) No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

B. EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

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

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

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

IV. APPEAL TO THE SUPERINTENDENT

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- A.** The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- B.** The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- C.** The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- D.** The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

CODE OF CONDUCT: ALPHABETICAL ANNOTATED LIST OF BEHAVIORS

ALCOHOL

The use, possession, or distribution of alcoholic beverages is a serious offense and will result in suspension from school for a minimum of five days. This applies to all school-related activities. The administration will schedule a meeting with the student's parent/guardian(s) prior to his/her return to school. Further incidents may result in a long term suspension or expulsion. In instances of behavior suggesting a student is under the influence of alcohol, the student shall be escorted to the nurse's office and administrative action will be taken.

At the time of the suspension, students and their parents/guardians will be given information regarding community treatment, and/or assessment and evaluation programs. If a student chooses to participate in any of the treatment options at their own cost, the principal may choose to lessen the duration of the suspension.

ARSON

The possession or use of matches or lighters in school is prohibited and may lead to suspension. The setting of a fire in school or at school related events may lead to expulsion.

ASSAULT

Assault as used in our Discipline Code includes not only harmful or offensive touching of another person, but also the immediate threat of such touching. A student will be suspended for up to 10 days for such an offense. Depending on the severity and nature of the offense, the student may also be referred to the principal for a long-term suspension or expulsion for assaults on educational personnel and to the Carver Police Department for possible legal action. The student's parent/guardians should meet with administration prior to the student's re-entry to school.

BUS REGULATIONS/ FAILURE TO COMPLY WITH

The Carver School Committee reserves the right, under law, to determine bus service to areas in the Town of Carver. The ride to and from school is an extension of the school itself. Improper conduct aboard the bus, or at a bus stop, will be treated as a school offense subject to disciplinary action at the discretion of the Principal or Assistant Principal. Continued or severe offenses are to be accepted as cause for a hearing before either the Superintendent or the School Committee.

CELL PHONE USE

Students are allowed to use cell phones during breakfast and during lunch inside the cafeteria. Cell phones are permitted in the hallways during passing periods. Teachers may choose to incorporate the use of personal technology, including cell phones, into lessons. Any other classroom use is prohibited. Unauthorized use of cell phones will be met with the student receiving discipline consequences as described in the Code of Conduct up to and possibly including suspension.

CHEATING

Any student who is determined to have cheated (by either giving or receiving work) will not get credit for that academic exercise. Plagiarism is a form of cheating. All instances of cheating will be reported to the administration. The teacher, in all instances of cheating, will notify the parent/guardian(s) of the students involved. The second incident in the same academic year will result in not getting credit for the assignment as well as receiving a disciplinary consequence up to and possibly including suspension.

CUTTING CLASS

Students who cut a class may receive a zero and may not be allowed to make up class work. A FIRST CLASS CUT WILL RESULT IN THE ASSIGNMENT OF AN OFFICE DETENTION. THE OFFICE WILL DETERMINE APPROPRIATE CONSEQUENCES (MINIMUM OF AN OFFICE DETENTIONS FOR ADDITIONAL CLASS CUTS.) A class cut counts as an unexcused absence and, based on the number of days absent from class, may affect a student's credit standing.

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DAMAGE, DEFACING, DESTRUCTION, AND/OR THEFT OF SCHOOL PROPERTY

Any student who willfully damages, defaces, destroys, or steals school property will be suspended for up to 10 days, will be required to make restitution, and may be assigned community service.

DANGEROUS OBJECTS, USE OF AND/OR POSSESSION OF

No gun, type of weapon or parts of any type of weapon of any kind is allowed at school or on a school bus. Teachers or bus drivers shall take any weapon found in a child's possession. Such items will never be returned to the child. Suspension or expulsion from school may result from violation of this rule. Police may also be notified. A dangerous weapon includes but is not limited to a gun or a knife. The term "dangerous weapon" depends on the circumstances: if used in an assault on another person, a baseball bat, a pair of scissors, a pencil, or a shod foot, could be considered a dangerous weapon. The principal will review the circumstances of each case and make the determination. In cases involving dangerous weapons, a weapons report must be filed with the local Chief of Police, D.S.S. and the Director of Special Education. In addition, arrangements will be made for a psychological assessment, counseling services and a follow-up psychological assessment. (See also M.G.L. c.71 §37H regarding weapons.

DEFIANCE

Students who do not immediately comply with staff directives. Students who are defiant in their dealings with members of the faculty/staff will be subject to disciplinary actions up to and/or including suspension of up to 10 days for the first offense. Administration will decide on the level of discipline. Subsequent offenses may result in more severe consequences.

DISRUPTION OF THE LEARNING PROCESS

It is the understanding of all involved in this process of remediating inappropriate behavior that it is sometimes necessary to remove a disruptive student from the learning process immediately. A disruption of this sort is considered to be a serious violation of the Code of Conduct and will be dealt with accordingly by the teacher and administration.

DRUGS AND OTHER SUBSTANCES - ZERO TOLERANCE

Use, possession, and/or distribution of alcohol, drugs or any other substances, including nonprescription drugs, look-a-like drugs, inhalants (non-medical) drug paraphernalia, and or non-alcoholic beer or wine will result in social probation, suspension of up to 10 days and possible long-term suspension or expulsion. See also Provisions of MA General Laws c. 71, S37H on page 34, which provides for expulsion by the principal for possession of a controlled substance as defined by MA General Laws, Chapter 94C, including but not limited to marijuana, cocaine, and heroin. This applies to all school-related activities. The Administration will schedule a meeting with the student's parent/guardian(s) prior to his/her return to school. In instances of behavior suggesting that a student is under the influence of any of the above named substances, the student will be escorted to the nurse's office and administrative action will be taken.

School administrators who have reasonable suspicion that a student is under the influence of any of the above named substances have the right to suspend that student under MA General Law, 94C. A student who at the time of the due process hearing claims he or she is not under the influence will have the opportunity to take an immediate drug test on school premises by a trained school official. If the student is unwilling to participate in the drug test, the suspension will stand.

At the time of the suspension, students and their guardians will be given information regarding community treatment, and/or assessment/evaluation programs. If students choose to participate in any of the treatment options at their own cost, the principal may choose to lessen the duration of the suspension.

USE OF ELECTRONIC EQUIPMENT

The use of electronic devices such as smart watches, headphones, cameras, etc. is restricted (for cell phone information, see "Cell Phone Use" on pg. 41). These devices can disrupt the educational process. The use or display of these devices is restricted during the school day. Staff members may confiscate devices used

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inappropriately. Devices may be returned to students at the end of a school day or only to a parent or guardian directly. Students must obtain faculty approval to photograph (for yearbook, art etc.) Students are reminded that it is illegal to make an audio recording of any individual without his or her knowledge and permission.

FALSE ALARMS

MA General Laws, c. 268, s. 32 state's: "Interference or tampering with police or fire signal systems; i.e., false alarms. Whoever opens a signal box connected with a police signal system for the purpose of giving or causing to be given a false alarm or interferes in any way with such box by breaking, cutting, injuring or defacing the same; or, without authority opens, tampers, or meddles with such box, or with any part or parts thereof, or with the police signal wires, or with anything connected therewith, or, with such purpose, wantonly and without cause tampers or meddles with a signal box connected with a fire signal system; or with any part or thing connected therewith, shall be punished by a fine of not less than \$100.00 nor more than \$500.00 or by imprisonment for not more than two years or both."

Any student who is responsible for causing a false fire alarm, or who is found tampering with fire equipment, will be suspended from school, and will be referred to the Superintendent with a recommendation for Expulsion for one semester. Any student aiding unauthorized entry or causing the security of the building to be jeopardized will be subject to administrative discipline including an out-of-school suspension.

FOOD AND DRINK, STUDENTS

Food, coffee, carbonated beverages, and energy drinks, (i.e., *Red Bull, Monster, Amp*, etc.) are not allowed in classrooms or hallways at Carver Middle High School. Hallways and classrooms are to be food and drink free, except for water, during the school day, unless part of a classroom activity. Students who violate the food and drink policy will be subject to disciplinary action.

NO Food Deliveries: Carver Middle High School does **NOT** allow food deliveries from paid delivery services such as Doordash, GrubHub, Uber Eats, Instacart, or vendors/restaurants etc. All deliveries will be denied or held in the Carver Middle High School Admin Office until school is dismissed for the day. Carver Middle High School is not responsible for any loss of cost or food. Repeat offenders will receive progressive discipline in an attempt to change the behavior in accordance with the HS Student Code of Conduct.

We love to celebrate our students, but outside delivery personnel pose a security risk to our building, our students, and our staff; therefore, no deliveries will be accepted.

FORGERY

Students who forge a dismissal or absence note or an academic report with a parent/guardian(s) signature will be assigned an Office Detention or Suspension. Discipline will be decided by the Administration

GAMBLING

Gambling of any kind is prohibited. Any violations of this sort could result in disciplinary action up to and including a suspension.

LEAVING SCHOOL

Students who leave the school property without permission during regular school hours will result in disciplinary action up to and including a short term suspension for the first offense. Any further violations will increase the amount of disciplinary action.

PASSES FOR LEAVING CLASS

To ensure the safety and security of students, students will be required to use passes whenever they are outside of the classroom. All students must have written authorization (properly filled out and signed pass) from a teacher or other school official to enter a classroom late from another class, nurse's office, guidance, etc... In order to leave the classroom within a class period to go to the lavatory, a locker, or the drinking fountain, the student must sign out of that classroom, have a valid room pass, and sign back into that classroom upon their return.

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PHYSICAL VIOLENCE & ASSAULT

Students have the right to attend school without the fear of physical harm, threats, physical or verbal abuse.

- Students will not fight, push, trip, or hit another student or staff member.
- Students will not play-fight or play-scuffle with another student or staff member.
- Students will not threaten to harm another student or staff member.
- Students will not instruct other students to threaten or hurt another student or staff member.

Students who engage in this behavior are subject to disciplinary action, based on the severity of the incident. Assault as used in our Discipline Code includes not only harmful or offensive touching of another person, but also the immediate threat of such touching. A student will be suspended for up to 10 days for such an offense. Depending on the severity and nature of the offense, the student may also be referred to the principal for long-term suspension or expulsion for assaults on educational personnel and to the Carver Police Department for possible legal action. The student's parent/guardians should meet with administration prior to the student's re-entry to school.

ROFANITY/VERBAL ABUSE/TOXIC LANGUAGE

The use of profane or obscene language (oral or written) or language that includes racial, sexual, or ethnic slurs (includes derogatory language and/or verbal abuse) is prohibited within the school building, on school grounds, and during school-related activities. These behaviors will be subject to disciplinary action up to and possibly including a suspension of 10 days on the first offense.

PROVOKING VIOLENCE AND FIGHTING

Students who initiate, provoke or record fights in school or anywhere within the school boundaries jeopardize the safety of students in the vicinity. Any student participating in a disruptive, antagonistic, vulgar or otherwise inappropriate verbal conflict is instigating physical conflict and will be suspended out of school for a minimum of one day. Students involved in initiating or provoking violence will be suspended for up to 10 days and may be subject to long-term suspension depending on the seriousness and scope of the incident. A conference with parent/guardian(s), student, and administration will be scheduled prior to re-admittance to school.

Related to Potential Violence and Fighting: Policy on Physical Restraint

Carver Public Schools complies with the MA Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to terms, the regulations apply not only to school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the regulations is provided below.

School staff may use physical restraint only when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others. In the event that a physical restraint is necessary, parents will be notified in compliance with the law.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm. Seclusion is prohibited. The regulations do not prevent a teacher, employee, or agent of the district from using reasonable force to protect students, other persons, or themselves, from assault or imminent serious harm, or from restraining students as otherwise provided in the regulations.

In Carver Public Schools, we seek to use strategies; such as, redirection, escorts to quiet areas, talking to students and other such methods. Physical restraint is only used in accordance with the regulations. A copy of the regulations can be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

PUBLIC DISPLAYS OF AFFECTION

Public displays of affection are inappropriate at school. If necessary, parent/guardian(s) will be notified of behavior and disciplinary action may be taken.

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ABUSE OF RESTROOM USE

All students are entitled to clean, safe, private and smoke-free rest rooms. Students who loiter in rest rooms and/or deprive other students of easy access to the facilities will face consequences which may include but not be limited to office detention

SEARCH AND SEIZURE

Students and their personal effects (i.e. backpacks, bags, and other items) are subject to reasonable search and seizure when school staff has a reasonable, individualized suspicion that the search will produce evidence of a violation of school rules or of the law. In addition, in the event of a health and safety emergency, students and their personal effects are subject to search and seizure on a random and/or systematic basis. Lockers and desks assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time. In addition, all vehicles parked on campus or at a school event (i.e. school dance, athletic contest, co curricular activities) are subject to the search and seizure guidelines as outlined above.

SMOKING/USE OF TOBACCO, NICOTINE, VAPING PRODUCTS

The use of any tobacco or nicotine product is prohibited by law within the school building, school facility, on school grounds, or on a school bus. Also, the use of electronic cigarettes or vaping is prohibited. The MA Education Reform Bill, Section 37H or Section 35, requires that all schools and grounds be tobacco/nicotine free at all times and for all school functions and activities. In accordance with MA General Laws and the Carver Board of Health regulations, students who break this law will face the following consequences:

- First Violation - Up to one day in school suspension, completion of online class, and meeting with district specialist
- Second Violation - Two day in school suspension, completion of online class, and meeting with district specialist
- Third Violation - Three day in school suspension, completion of online class, and meeting with district specialist

In addition, tobacco products found in a student's possession will be confiscated. Parent/guardian(s) will be notified of all violations.

STEALING

Theft of personal property from staff, students, and/or visitors will result in up to ten (10) days suspension, and at the discretion of the principal, further disciplinary action up to and including long-term suspensions. The school assumes no financial responsibility for stolen or lost articles. The school is under no obligation to investigate the theft of cell phones and electronic devices.

TECHNOLOGY

CARVER PUBLIC SCHOOLS ACCEPTABLE USE POLICY – The policy will be distributed each year to all Carver Middle High School - Grades 6 - 12 students. Student and parent/guardian(s) must sign and return an acknowledgment of this policy in order for students to gain access to technology provided by the school system. The Acceptable Use Policy in its entirety is located on page 54.

THREATS

Threats made to specific individuals, groups, or to the safety of the entire school, whether they be verbal, written, or through electronic means (such as the telephone or computer) will be subject to disciplinary action, up to and including long-term suspension.

UNAUTHORIZED ENTRY TO LOCKER ROOM

External doors of the locker room will be locked during the school day except during passing of classes. Only students in comprehensive health class will be allowed access to the locker rooms through locker room doors in the gymnasium. Any unauthorized entry to the locker room is in itself a violation and subject to consequences according to the Code of Conduct.

SCHOOL-WIDE ACTIVITIES

I. STUDENT ORGANIZATIONS

ATHLETE ADVISORY COMMITTEE	LITERARY & ART MAGAZINE
BAND (PEP, JAZZ)	LITERACY CLUB
BEST BUDDIES	MATH CLUB
CAPTAINS COUNCIL	MOCK TRIAL
CARING CRUSADERS (SADD)	MULTICULTURAL CLUB
CHORUS (CHOIR)	NATIONAL HONOR SOCIETY
CULINARY TEAM	ROBOTICS
DRAMA	SLAM POETRY
ENVIRONMENTAL CLUB	STUDENT COUNCIL
FRENCH & SPANISH NATIONAL HONOR SOCIETY	STUDENT GOVERNMENT
GENDERS & SEXUALITIES ALLIANCE	UNIFIED SPORTS
INTERNATIONAL TRAVEL	WORLD OF DIFFERENCE
INTERSCHOLASTIC ATHLETICS	YEARBOOK

A. NATIONAL HONOR SOCIETY

The purpose of the Carver Chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service to school and community, to promote leadership, and to encourage the development of character in the students of Carver Middle High School - Grades 9 - 12. Membership is based on scholarship, leadership, service and character.

1. **SCHOLARSHIP:** To meet the academic requirement, juniors and seniors must have a cumulative grade point average (GPA) of 90%, or 3.7 (on a 4.0 scale). This academic requirement reflects a conversion to the weighted ranking scale system.
2. **LEADERSHIP:** To have exhibited leadership, a student must have demonstrated that he/she has been elected to some position of authority in a club, organization and/or activity; or that the student has taken the initiative to lead others, to direct an activity or program, to innovate some idea or concept either in school or within the community since the start of freshman year.
3. **SERVICE:** To have fulfilled the service requirement, a student should have participated in some activity or organization (on a strictly volunteer basis,) which promotes the idea of improving the quality of life for others on three separate occasions, involving a minimum time commitment totaling 20 hours, since the start of freshman year.
4. **CHARACTER:** To fulfill this requirement, a candidate must demonstrate on a consistent basis maturity, sensitivity, high ethical/moral values, good sportsmanship (if appropriate,) and above all, honesty in all situations. Each candidate should be a role model for other students in his/her daily conduct and attitude.

Any violation or infraction of the above requirements automatically places the student on probation from the National Honor Society pending a hearing with the administration to re-evaluate membership standing.

B. STUDENT ADVISORY COMMITTEE

As required by MA General Laws, the Carver School Committee will meet at least once every other month while school is in session with the Student Advisory Committee. The Student Advisory Committee consists of five students who are elected from the junior/senior class to

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represent the students' concerns at the School Committee Meetings. Students usually work in collaboration with the student council and the principal about issues and concerns of the student body. Student representatives are expected to attend each school committee meeting and voice their concerns as appropriate.

C. STUDENT COUNCIL AND STUDENT GOVERNMENT (High School)

The Student Council consists of an executive board (President, Vice President, Secretary, Treasurer), the four class officers of each class, and 9 – 10 representatives from each class. The purpose of this organization is to encourage and coordinate school-wide and class activities, provide community service and promote good school citizenship. Members are elected on a yearly basis.

D. STUDENT COUNCIL AND STUDENT GOVERNMENT (Middle School)

The purpose of the student government is to organize student activities, to provide service to the school community and the community at large, and to build a productive working relationship with faculty and staff. The student government of Carver Middle High School will consist of members from Grades 6-8. The offices of President, Vice-president, Secretary and Treasurer will be elected from the eighth grade class. Each team in grades 6 through 8 will elect one representative from each homeroom at the beginning of the school year. Each representative will keep the homeroom informed of activities in all stages of development and will serve as a liaison between homerooms and the governing body. All members of the student government must meet and maintain all eligibility requirements and obligations.

Carver Middle High School

Code of Conduct Guidelines for all Extracurricular Activities

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Our goal is that all students who participate in extracurricular activities at Carver Middle High School pass all courses each term. To be eligible, a student must maintain a 65% average, without failing more than one course, in the previous term.

Eligibility for activities is determined solely by the report card issued prior to the joining period. For fall activities, the final grades from the preceding school year determine eligibility. For winter activities, the first quarter report determines eligibility. For spring activities, the second quarter report determines eligibility.

When report cards are issued during a season, students who fail to meet eligibility requirements become ineligible to participate on the date report cards are issued.

MIDDLE SCHOOL INTRAMURALS

Intramurals are an after-school co-educational program in which students in grades six, seven, and eight can get involved in fitness-related activities. Students will have the opportunity to take part in a wide variety of team and individual sports throughout the school year. The activities will complement the given seasons and current physical education classes. There is a one-time participation fee.

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RULES OF PARTICIPATION

Students must remember that participation in Carver Middle High School Extracurricular Activities is a privilege that can be revoked at any time.

- A. ABSENCES:** If a student is absent from school on a day of an event, he/she will not be allowed to participate in the event that day, unless excused by the Principal, High School Assistant Principal, or designee. If a student is absent on a Friday, he/she must obtain permission from the Principal, High School Assistant Principal, or designee in order to participate during the weekend. A student tardy or dismissed for more than half the day is considered absent and may not participate that day. These activities include dances and being a spectator at athletic events. Students who participate in extracurricular activities without being eligible due to attendance are subject to consequences as described by the code of conduct.
- B. SUSPENSIONS:** Any student suspended from school will not be allowed to participate in any event or attend any activity meeting during the time of the suspension. He/she may be reinstated on the day of return to school.
- C. UNEXCUSED ABSENCES FROM PRACTICES AND EVENTS:** A student or parent should make every effort to notify the advisor of any event that he/she may miss. Any student with three or more unexcused absences may be dismissed from an activity.
- D. BUS TRIPS:** On any trips associated with an activity, all members making the trip must go and return on the group bus unless granted permission by the Principal. Permission may be granted by the Principal if the student returns with his/her own parent or guardian. All requests must be in writing and submitted to the Main Office at least one day prior to the travel date.
- E. INSUBORDINATION:** Any student who, when under an advisor's supervision, uses profanity, is disrespectful, or displays anger that draws attention away from an event will be subject to disciplinary action as described in the Carver Middle High School Code of Conduct.

CHEMICAL HEALTH GUIDELINES FOR PARTICIPATION IN STUDENT ORGANIZATIONS

- A. First Violation:** When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next two consecutive extracurricular events, or two weeks in which the student is a participant, whichever encompasses the greater length of time. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain with the club for the purpose of rehabilitation.
- B. Second and Subsequent Violations:** When the principal confirms, following an opportunity for the student to be heard, that a second or subsequent violations have occurred, the student shall lose eligibility for the next 12 consecutive extracurricular events or 12 consecutive weeks, whichever encompasses the greater length of time in which the student is a participant. This minimum may be reduced to six weeks or six events based upon certification of a doctor or counselor of a chemical dependency treatment center.
- C. The Maximum Penalty:** Loss of eligibility from all extracurricular activities for one year from date of offense. In addition, students who are found in possession of a controlled substance on school property or at school-related events, including athletic games or practices, will be subject to expulsion from school as provided in the MA Education Reform Act of 1993.

The following will be considered when determining consequences:

1. Honesty (admission of violation.)
2. Severity of offense.
3. Nature of offense.

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4. First or repeated offense.
5. Student entering approved treatment program.
6. Other associated circumstances.

Random drug testing may be used at the discretion of the administration. Failure to take a drug test may result in loss of season participation. The extracurricular activity begins when a student voluntarily signs up for it at the high school. The Chemical Health Policy will be in effect at this time.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year; e.g., if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

II. PARENT/GUARDIAN(S) ORGANIZATIONS

A. CMHS PARENT/GUARDIAN TEACHER ORGANIZATION (PTO)

The Carver Middle High School - Grades 6 - 12 PTO meets on the first Wednesday of each month. This organization serves as a forum for discussion of parent/guardian concerns and suggestions with CMHS administration and as a support team for a variety of student activities. The CMHS PTO has been an important part of the Senior Lock-In and initiated the popular Prom Promenade. Funds raised through the Promenade have helped to provide a PTO Scholarship to a graduating senior.

B. CRUSADERS ATHLETIC BOOSTER CLUB, INC.

The Crusaders Athletic Booster Club is an integral part of the Crusader athletic program. Members are actively involved in providing funds and services to support the sports facilities and student athletes. The Crusaders Booster Club meets the first Wednesday of each month. For more information contact the Athletic Director at CMHS.

C. MUSIC BOOSTERS

Carver Public Schools has a very active Music Boosters organization that helps support the music program through volunteering time for fund-raising, providing transportation and supervising band functions. Music Boosters meet monthly. For more information contact the Band Director at CMHS.

D. SCHOOL COUNCIL

The School Council is composed of elected faculty, elected parent/guardian(s), students and the Principal. The Council meets regularly with the principal to advise and assist him/her in the identification of needs, budget, and to formulate a school improvement plan.

III. ATHLETICS

Student participation in the athletic program is a privilege which can be a valuable and rewarding experience. Carver Middle High School - Grades 8 - 12 provides two levels of competition (Varsity and Sub-Varsity) in all sports for students in grades 8-12 except in football and Boys and Girls Basketball. The following athletic teams may be available to students:

Fall

Football
Girls' Soccer
Boys' Soccer
Field Hockey

Winter

Cheerleading
Girls' Basketball
Boys' Basketball
Wrestling

Spring

Girls' Track & Field
Boys' Track & Field
Baseball
Softball

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Fall

Boys' Cross Country
Girls' Cross Country
Cheerleading
Golf
Girls Volleyball
eSport

Winter

Boys' Ice Hockey
Girls' Ice Hockey
Girls' Track & Field
Boys' Track & Field

Spring

Girls' Tennis
Boys' Tennis
eSport

The fall teams begin practicing the last week in August and the season ends in early November except for football and tournament play. The winter teams begin practice the Monday after Thanksgiving and the season ends in mid-February except for tournament play. The spring teams begin practice on the third Monday in March and ends in early June except for tournament play. In order to try out for any of the above listed sports programs, each student must:

→ Have a current physical exam. **ATHLETES WITHOUT PHYSICALS WILL NOT BE ALLOWED TO TRYOUT.** Physical are valid for 13 months from when exam was completed

→ Complete online registration forms as identified by the Athletic Director prior to tryouts. **ATHLETES WITHOUT A COMPLETED ONLINE REGISTRATION PACKET COMPLETED BY THE WILL NOT BE ALLOWED TO TRYOUT.** Please reach out to the Athletic Director for complete registration information.

A. ACADEMIC ELIGIBILITY FOR ATHLETIC TEAMS

Student athletes must maintain a C- (65) overall academic average and cannot fail more than one course. Students' eligibility is affected when report cards are issued at the end of each grading period. For fall sports, eligibility is determined by a student's final grades from the preceding year. If a student athlete has previously pursued and failed a course with a grade above 50, he or she may retake that course during summer school and have the summer school course grade replace the lowest term grade for the failed course in determining fall eligibility.

B. CODE OF CONDUCT/CHEMICAL HEALTH GUIDELINES FOR PARTICIPATION ON ATHLETIC TEAMS

Members of the coaching staff at Carver Middle High School do not condone smoking or violations of the chemical health rule by athletes or any other students at any time. Prior to participating in Athletics at Carver Middle High School, students/parents must be provided with and review education materials regarding opiate use and misuse.

1. CHEMICAL HEALTH RULE

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not use, consume, possess, buy or sell, or give away any alcoholic beverages, tobacco products, marijuana, steroids or controlled substances. This policy includes products such as "NA or near beer". It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the students own use by his/her doctor. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again. **(Refer to MIAA handbook rule 62.1)**

a) First Violation

When the Principal, following an opportunity for the student to be heard, confirms that a violation occurred, the student shall lose eligibility for the next interscholastic contests totaling 25% of all interscholastic contests in

that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 25% of the season.

b) Second and Subsequent Violations

When the Principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of the interscholastic contests in that sport. All decimal parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program of treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

c) The Maximum Penalty

Loss of eligibility from interscholastic events for one year from date of offense. In addition, students who are found in possession of a controlled substance on school property or at school-related events, including athletic games or practices, will be subject to expulsion from school as provided in the MA Education Reform Act of 1993.

The following will be considered when determining consequences:

- (1) Honesty (admission of violation);
- (2) Severity of offense;
- (3) Nature of offense;
- (4) First or repeated offense;
- (5) Student entering approved treatment program;
- (6) Other associated circumstances.

Random drug testing may be used at the discretion of administration. Failure to take a drug test may result in loss of season participation. The Interscholastic Athletic season begins when a student voluntarily signs up for a High School Athletic team. The Chemical Health Policy will be in effect at this time.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year, (e.g., if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.)

C. ATHLETIC USER FEE

A \$150.00 athletic participation fee/ \$750 Family Cap will be collected from each student athlete who is listed on the final team rosters. The fee is non-refundable. Student athletes who leave a team voluntarily or who are dropped from the team by the coach, Athletic Director or Principal for disciplinary or scholastic deficiencies are not eligible for a refund. All payments can be made by either check or money order, payable to Carver Athletic Department, by

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paying cash, and a receipt will be provided, or by using UniBank, which can be found on FamilyID when registering for sports. You can copy and paste the link to your browser and make payment. If paying by check, please include the student's name and sport on the reference line. Checks/Money Orders/Cash should be paid directly to the Athletic Director, so that payment can be noted on the athletic registration form which is kept on file in the Athletic Directory office.

D. INTERSCHOLASTIC PARTICIPATION

1. Subject to restrictions on team size, the athletic program will be open to all students who are physically able to participate and who are eligible under local and state regulations. An unlimited participation policy will be used whenever possible. There are factors, however, which necessitate the size of the team be limited in order to maintain a high level of safety, coaching, playing time and practice time. Coach's judgments with respect to selection of participants are made after observing prospective players in practice and/or game-type situations.
2. Student athletes must remember that participation in the athletic program is a privilege that can be revoked if team rules or other school rules are broken. Student athletes may be suspended from school, the team, or both, if team rules or other school rules are broken, and athletes may be asked to turn in their uniform and forfeit their eligibility for the rest of the season.
3. If a player is absent from school on a day of a game or practice, he/she will not be allowed to play or practice that day, unless excused by the Principal or Assistant Principal. If a player is absent on a Friday, he/she must obtain permission from the Principal or Assistant Principal in order to play on the weekend. A student tardy or dismissed for more than half the day is considered absent and may not play or participate that day.
4. All student athletes must ride the bus provided for transportation to and from the athletic contests unless excused by the Athletic Director.
5. Athletes who are not academically eligible at the beginning of the season, who do not complete the sports season or who violates the MIAA/Carver Middle High School - Grades 6 - 12 Chemical Health Policy during the season of play, will not be eligible for all-star nomination for that season. Athletes who do not complete the sport season because of poor citizenship, behavior, or lack of attendance at games or practices, as determined by the head coach/administration, will not be eligible for the end of the season recognition and awards.
6. The earning of two varsity letters for the same sport for two years would qualify the student athlete to purchase a school athletic letter jacket from the high school jacket distributor. The earning of three varsity letters from different sports also qualifies the student athlete to be able to purchase a school letter jacket from the high school jacket distributor.
7. A senior athlete who has not met all of the above requirements, but, who in the opinion of the coach and Athletic Director, has made a major contribution to the team, may be awarded a letter and qualify to purchase a letter jacket.
8. Cheerleaders and managers of all level teams must follow the same standards listed above to qualify for award recognition, and all duties must be performed to the satisfaction of the coach/athletic director.

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9. Specific point standards, playing time, and other criteria used to determine varsity letter winners shall be determined by the coach and athletic director. Most teams use 50% of games played as a standard for team sports and a specific number of points earned in individual sports.
10. Any varsity participant who has not qualified for a varsity letter will be awarded a certificate of recognition along with members of the sub-varsity team.
11. The usage of 7th Grade student-athletes on high school sporting teams will be recommended by the Athletic Director to the building principal at least two weeks prior to the start of a season when possible. The Athletic Director will provide information to the Building Principal in regards to current registrations and how utilization of 7th grade student-athletes would be used to continue to provide a varsity and a sub varsity option when possible. 7th grade student-athletes would only be eligible for the lowest level the school offers at that sport. Carver Middle High School will not be allowing 7th grade student-athletes in heavy contact sports such as football and ice hockey.
12. 8th Grade student-athletes will be allowed to participate on any level of a program provided the coach completes the following criteria prior to tryouts being completed:
 - A. Confirm no senior student-athlete shall be displaced by an 8th grade student-athlete making a varsity level team
 - B. The programs varsity coach shall meet with the Athletic Director to review placement of the said student-athlete(s) prior to selection being made
 - C. The Athletic Director shall meet with a high school administrator to review placement of the said student-athlete(s) prior to selection being made

E. EQUIPMENT

All student athletes who participate on a Carver Middle High School - Grades 8 - 12 athletic team will be held accountable for all equipment and uniforms damaged, lost or stolen. All student athletes will be required to pay an amount equal to the cost of replacing that single piece of equipment, uniform, etc., to the Carver Middle High School - Grades 8 - 12 Athletic Department.

F. INSURANCE – ATHLETES

The Carver School system provides secondary insurance for all its athletes. Parent/guardian(s) must submit injury claims to their own insurance companies first and the school athletic insurance will only pay what the personal insurance company will not pay. It is the responsibility of the student athlete to report injuries to the coach. Student athletes are responsible for working closely with the coach and the Athletic Trainer to ensure that an accident report is submitted in a timely fashion to cover school and insurance company requirements.

G. RISK OF INJURY

Our school athletic program is composed of 20 sports for boys and girls. Many of the events occur at the same time. All of the members of the Carver Middle High School - Grades 7 - 12 teams have been informed that participation, as well as carelessness in the gym, out on the track, or in the fields, may result in serious injury or even death. Parents are asked to reinforce our intent to make sure our athletes always keep safety in mind when participating both indoors and outdoors on one of the CMHS athletic teams.

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H. SELECTION OF TEAM CAPTAINS

Team captains are nominated by the coaching staff each season. After a formal interview process is completed by the Director of Athletics and the principal/assistant principal, captains are appointed for their sports. Team captains will meet periodically throughout the school year to develop leadership skills and work cooperatively with other school programs. A captain who violates the rules and regulations of the Carver Middle High School - Grades 7-12 Handbook may be removed from the role of captain after having an opportunity to be heard by the Director of Athletics and/or the principal/assistant principal. Carver Middle High School also holds students in leadership roles (i.e. team captains, class officers, organization or club officers, peer educators) to high expectations. Leaders carry with them the responsibility to guide those in their charge and in so doing must be held to the strictest standards. In keeping with the additional expectations students in leadership roles (team captains) can not be appointed as team captains if they have a Chemical Health violation or at any point in the school calendar year. If they do, this will result in the forfeiture of leadership positions. Therefore, any violation of the chemical health policies will result in the forfeiture of leadership roles for 3 terms. During the second season of leadership forfeiture, a student may request to be eligible for leadership opportunities during the third season by submitting a written request to the Athletic Director or Assistant Principal. After review, if the Athletic Director is in support they will request a review by the building principal who will make the final decision on the Athletic Directors request to reinstating leadership opportunities only if the student is in good academic and behavioral standing during the academic term during the second season.

ACCEPTABLE USE/TECHNOLOGY POLICY

The Carver Public Schools district provides access to the system/network and the Internet to all employees and students to facilitate communications and access to information in support of educational goals. *Educational goals* are defined as activities that provide for student education, staff professional development, and research. The system/network will also be used for communication with staff, parents/guardians and students. Use of the Carver Public Schools system/network is a privilege, not a right, and must support the stated mission, goals, and objectives of the Carver Public Schools.

A committee of teachers, principals, parents/guardians, and students approved the Acceptable Use Policy (AUP). This agreement outlines responsibilities for using the system/network and consequences of abusing that privilege. Every user is required to read and sign the AUP before using the Carver Public Schools system/network *each year*. Signing the AUP becomes a legal agreement between the user and the district.

I. TERMS AND DEFINITIONS

AUP: Acceptable Use Policy
Chat: Real time communication between two users via computer. Once a chat has been initiated, either user can enter text by typing on the keyboard and the entered text will appear on the other user's monitor.
CPS: Carver Public Schools
District: Carver Public Schools: PreK - 12

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Electronic Messaging: chat, email
Email: short for electronic mail, the transmission of messages over communications networks
Internet Filter: Software program or blocker that controls what is shown while a computer user is viewing pages on the World Wide Web
System/Network: Carver Public Schools Network including the Internet, voice mail, email, hardware, software, digital equipment, handheld electronic equipment and individual computer work stations.
User: Any student or staff member with an account or anyone else provided access to resources associated with the network.

II. USER RESPONSIBILITIES

A. Use of the network requires individual responsibility. A responsible user:

1. Knows he/she is part of a larger, global community and his/her actions reflect upon him/herself and the school;
2. Does not waste paper and ink, storage space, or bandwidth;
3. Uses time on a workstation or with any other equipment appropriately;
4. Does not share his/her own password;
5. Understands prompt reporting of technical or security problems or inappropriate behavior to a staff member helps all users.

B. MONITORED USE

All messages and information created, accessed, sent, saved, or retrieved on the system/network are the property of the Carver Public Schools and should not be considered confidential. The system/network's backup and filtering mechanism automatically stores communications, including those that have been deleted. The school district reserves the right to access and monitor any messages and information on the system as it deems necessary and appropriate in the ordinary course of business to prevent abuse by network users, to ensure the proper use of resources, and to conduct routine maintenance. Where appropriate, communications, including text, images, or video may be disclosed to law enforcement officials in response to proper requests or to other responsible parties during disciplinary investigation or in the course of litigation without the prior consent of the sender or receiver. Those who use the system/network are considered to have consented to such monitoring and disclosure.

C. PRIVACY

In order to protect students' schoolwork, user folders carry individualized security that protects the contents from any other student. Teachers, administrators, and technology staff can access student folders at any time.

There is no expressed or implied level of privacy regarding the contents of user folders or any other use of Carver Public Schools Network and associated resources.

D. APPROPRIATE SYSTEM/NETWORK ACTIVITY

Activities in support of the District Goals and Objectives that do not violate other school or district policies are acceptable and appropriate. All files stored, viewed, or distributed on the

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network must be related to schoolwork, including, but not limited to, music, videos, images, URLs, and sound file

E. INAPPROPRIATE SYSTEM/NETWORK ACTIVITY

1. Intentionally copying, reading, modifying or deleting files or data belonging to another user.
2. Using someone else's password.
3. Pretending to be someone else when using the system/network.
4. Deliberate attempts to degrade or disrupt system performance including vandalism or theft of hardware, software applications, files, or system configurations, attempting to introduce viruses, malicious code, or any other violation of district policy, state, or federal law.
5. Intentionally bypassing or attempting to bypass CPS security, including attempts to bypass Internet filtering.
6. Installing software or programs that have not been approved by the technology department.
7. Revealing personal information about others on the Internet.
8. Reveal personal information about yourself on the Internet without the expressed permission of a supervising staff member and parent or guardian.
9. Intentional storage, viewing, or distribution of any text, video, audio, images, or graphics considered inappropriate within a school environment. Inappropriate materials include, but are not limited to, those containing content that is profane or obscene, racial or ethnic slurs, vulgar, sexually explicit, threatening, defamatory, abusive, discriminatory, harassing, criminal or otherwise objectionable or that depicts, suggests or implies illegal activity, drug use or gambling, shows or encourages violence against a living being or physical property, provocative or explicit dress or undress.
10. Violating the legal protection of copyright, including the use of materials or ideas without properly citing their sources. This includes copying or downloading music, software, games, or any proprietary materials covered by copyright law.
11. Activities designed to harass other users.
12. Advertising or advocating for non-school related activities or for-profit organizations, campaigning for political office, or "chain letters."
13. Use of the system/network for commercial transactions that benefit an individual or group.
14. "Chats" and games unless approved, directed, and supervised by an appropriate member of the school faculty or administration. The Director of Technology must expressly approve the storage, installation, and use of such files or applications.

F. CONSEQUENCES

In cases where it has been determined that a user has acted inappropriately, the administrative staff, in consultation with the Director of Technology, may take the following actions against the user:

1. File documentation with an administrator for investigation.
2. Restrict network access pending investigation.
3. Confiscation of personal equipment including laptops, software, cell phones, and other electronic devices.
4. Suspend or deny user account and privileges to CPS System/Network and all associated resources.
5. Implement disciplinary action *up to and including suspension or expulsion*.

6. Pursue legal action, including criminal prosecution, as appropriate under local, state, and federal law.

G. LIABILITY

Carver Public Schools is in compliance with the Children’s Online Privacy Protection Act (COPPA) and Children’s Internet Protection Act (CIPA). As required by law, the school district has in place an Internet filtering mechanism that protects minors from unlawful, obscene, or harmful material.

H. DISCLAIMER

Access to information all over the world via computer brings with it an availability of material that may not be considered educationally valuable. It is impossible to control access to all materials and a user may unintentionally discover controversial or objectionable information. CPS policy affirms that the educational value of access to information and the potential for interaction on the Internet far outweighs the possibility that users may be exposed to materials not consistent with the educational goals of the district. CPS makes no warranties of any kind for the service it provides. The town of Carver, the School Department, or any municipal employees will not be liable for damages or injuries resulting from violations of the Acceptable Use Policy or any misuse of the

AI Use Policy for PreK-12 Educators

Artificial Intelligence (AI) is the simulation of human intelligence in machines programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. While AI may be an effective tool that enhances educational outcomes, it must be used in a manner that preserves privacy, student well-being, and academic integrity. Use of AI tools, especially by younger children, can lead to misuse, exposure to inappropriate content, or misinterpretation of information. The purpose of this responsible use policy is to set guidelines for the effective and ethical use of AI in our school district.

This policy will be reviewed and updated regularly to reflect the evolving nature of technology, new developments in legal and ethical standards, and the collective needs of the students and educators.

Privacy, Security, and Supervision:

Educators will receive training on the ethical use of AI and its integration into the curriculum. AI tools must undergo a rigorous evaluation process before being approved for classroom use and only AI tools that have been preapproved may be used. AI must not be used to collect, store, or analyze student data without a clear educational purpose. It is inappropriate to use AI tools that infringe on students’ privacy rights or fail to comply with data protection laws (e.g., FERPA, COPPA) and the district’s Data Privacy Agreement (DPA). Regular reviews will be conducted for compliance with this policy. Educators must guide and evaluate AI interactions within the educational framework and make clear to students and families the expectations around the use of AI in their classroom or on any particular assignment.

Bias and Discrimination:

AI can only learn from its source(s) and prompts, so it may perpetuate biases, misinformation, or problematic content. AI platforms will be evaluated for bias to limit students’ exposure to discrimination based on ability, race, religion, gender, sexual orientation, and/or any other legally protected status. Administrators, teachers, and students should fact-check all AI-generated content for accuracy, bias, or potentially dangerous content (adapted from Guidance on the Use of AI, Boston Public Schools’ AI Use, 2025).

The Role of AI in Instruction and Decision Making

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AI shall not replace essential human elements of teaching and mentoring. While AI can augment teaching, it must not substitute for the personalized and empathetic interaction between teachers and students. AI should assist and not substitute for the professional judgment of educators. Depending solely on AI to generate instructional material and make educational decisions is not acceptable. Educators must thoroughly review content to ensure accuracy, relevance, and appropriateness. Educators and staff are responsible for all materials that utilize these tools.

Responsible Use Policy for Students

This policy applies to all AI platforms, tools, and technologies accessed or used by students on school grounds, for school-related tasks, or through school-provided devices and networks, as agreed upon in the Carver Schools Acceptable Use Policy.

Students may use AI tools for educational purposes when directed by teachers or school authorities and shall only use the AI tools that they have been explicitly given permission to use. It is the responsibility of the student to properly cite any work that is not the original work or ideas of the student. Submitting AI work as original student work is prohibited. AI must not be used to plagiarize, cheat, or engage in dishonest academic work. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on assignments (adapted from AP Central 2024-25 Guidance for Artificial Intelligence Tools and Other Services). Students are expected to use AI technologies ethically—respecting copyright laws, privacy norms, and the intellectual property rights of others. Students will be held responsible for any work created or submitted under their login credentials or on their school-provided devices, regardless of whether it was AI- or student-generated. If a student is unsure of whether their use of AI is appropriate for the assignment, it is their responsibility to ask a staff member for clarification.

Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect and decency expected in human interactions. Students must not use AI to:

1. access or disseminate harmful or inappropriate content.
2. engage in abusive, harmful, or disrespectful conduct.
3. share sensitive or personal data without proper permission and supervision.

There are risks and potential consequences of sharing data so students must seek guidance from teachers. Students must immediately report to school authorities any suspected security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use. to school authorities.

These may include but are not limited to restriction of access to technologies, AI resources, loss of credit on an assignment, suspension, or other disciplinary measures as deemed appropriate by the school administration, including notifying law enforcement and/or state agencies.

ATTENDANCE POLICY

Good work habits are the foundation of quality performance. A major element in the development of good work habits is consistent, punctual attendance. This habit of self-management and organization demonstrates seriousness of purpose and respect for the value of others' time and work. Practicing daily and punctual attendance develops a life-long habit that leads to success in every phase of life. With the support of the Attendance Policy, Carver Middle High School - Grades 6 - 12 students are expected to develop this habit.

I. DAILY ATTENDANCE

Daily attendance is taken promptly at the 7:25 A.M. bell. Note: Students must submit documentation from the courts or a physician at the time of absence if their absences are to be considered excused.

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II. TARDINESS TO SCHOOL

Students who arrive late to school must sign into the main office. Tardy students who drive to school must bring a note from a parent/guardian(s) acknowledging the reason for the tardiness and providing both an expected time for the student's arrival at school and a number where the parent/guardian(s) may be reached. Students must submit documentation from the courts or a physician if their tardies are to be considered excused absences from class. All students are expected to be in their first period class by 7:25 am. Failure to report to your first period class or the main office will result in an attendance email being sent and a call home.

A. CONSEQUENCES FOR TARDINESS TO SCHOOL (Grades 9-12)

Students who are tardy to school five (5) times during a term will be assigned an Office Detention. If a student is tardy five times and the student is involved with a co-curricular activity and have a practice, meeting, or event that day, the student may not attend any co-curricular activity until they have served their detention prior to attending his/her co-curricular event (athletic teams, class trips, dances, school clubs, etc).

Students who are tardy to school ten (10) times during a term will be assigned a Saturday School or in school suspension. If a student is tardy ten (10) times and the student is involved with a co-curricular activity and has a practice, meeting, or event that day, the student may not attend any co-curricular activity until they have served their detention prior to attending his/her co-curricular event (athletic teams, class trips, dances, school clubs, etc). In addition their parents must meet with Administration to discuss tardiness. Students who are tardy to school fifteen (15) times during a term will have another Saturday School or be placed on in-school suspension and be placed on social probation, which may exclude students from extracurricular events such as: athletic teams, class trips, dances, school clubs, etc

B. CONSEQUENCES FOR TARDINESS TO SCHOOL (Grades 6-8)

Students who are tardy to school five (5) times during a term will be assigned an Office Detention. Students who are tardy to school ten (10) times during a term will receive an additional detention and parents must meet with Administration to discuss tardiness. Students who are tardy to school fifteen (15) times during a term will receive an additional detention and be placed on social probation, which may exclude students from extracurricular events such as: athletic teams, class trips, dances, school clubs, etc

III. TARDINESS TO CLASS

High School Students who arrive to class after the bell will be admitted by the teacher but must present a valid pass and reason for their tardiness. If a student loses 15 or more minutes of class due to tardiness, that tardiness will be counted as an absence and may affect the awarding of credits for that class. Middle School students will receive an office referral for their tardiness.

A. CONSEQUENCES FOR TARDINESS TO CLASS

Students who are tardy to class without a valid pass and reason for their tardiness should expect to schedule a detention with their teachers. If tardiness continues after these measures are taken, the student will be referred to the Main Office for disciplinary action.

IV. DISMISSALS

Our goal is to have students in attendance each day and in their academic classes as much as possible. With this in mind we do understand that students may need to be dismissed for certain appointments. All appointments should be scheduled during non-school time, whenever possible. However, when it is unavoidable that a student be dismissed, parents submit plans for changes for their student by accessing the Pick Up Patrol app through their smartphone or computer.

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A. DISMISSAL PROCESS SHOULD INCLUDE:

1. Pick up Patrol entry made or an email to MHSdismissals@carver.org. The email should include the information in items 2-5 below.
2. Reasons for dismissal (medical appointment, legal appointment, family business or family emergency.) Students must submit documentation from the courts or a physician if their dismissals are to be excused;
3. Time of dismissal;
4. Name of the person who will be dismissing the student if someone other than a parent/guardian(s);
5. A telephone number where the parent/guardian(s) can be reached if the student is signing out of school on his/her own.
6. Students are not allowed to return for co-curricular activities if the dismissal is not an excused dismissal

B. CONSEQUENCES FOR EXCESSIVE UNEXCUSED DISMISSAL FROM SCHOOL (Grades 9-12)

Students who have a total of five (5) unexcused dismissals during a term will be assigned an Office Detention. Students who have a total of ten (10) unexcused dismissals during a term will have a Saturday school and parents must meet with Administration to discuss the excessive dismissals. Students who have a total of fifteen (15) unexcused dismissals during a term will have an in-school suspension and be placed on social probation, which may exclude students from extracurricular events such as: athletic teams, class trips, dances, school clubs, etc. (please also see consequences for tardiness in regards to co-curricular activities and serving discipline before being allowed to return in regards to dismissals as well)

C. CONSEQUENCES FOR UNEXCUSED DISMISSAL TO SCHOOL (Grades 6-8)

Students who have a total of five (5) unexcused dismissals during a term will be assigned an Office Detention. Students who have a total of ten (10) unexcused dismissals during a term will receive an additional detention and parents must meet with Administration to discuss dismissals. Students who have a total of fifteen (15) unexcused dismissals during a term will receive an additional detention and be placed on social probation, which excludes students from extracurricular events such as: athletic teams, class trips, dances, school clubs, etc (please also see consequences for tardiness in regards to co-curricular activities and serving discipline before being allowed to return)

V. ABSENCES FOR FAMILY VACATIONS

Family vacations taken during school time will NOT be considered excused absences. The Massachusetts Education Reform Law states clearly the required number of hours of attendance for each student. In addition, it must be recognized that much of the learning process; i.e., class discussion, group interactions, oral directions and clarification, is lost when a student is not present in class. If such a vacation must be taken, the parent/guardian(s) will submit a letter to the principal two weeks prior to the vacation. Parent/guardian(s) and student must assume responsibility for the work lost during such unauthorized absences and all tests, quizzes, and other work must be made up within a reasonable amount of time, the deadlines for which will be determined by the teacher. If advanced written approval from the principal is not received, students will lose the opportunity to make up assignments, tests and quizzes administered during the extended, unexcused absence. Carver Middle High School - Grades 6 - 12 is not obliged to reschedule mid-year exams or final exams for students who take family vacations.

VI. EXCUSED ABSENCES

In the event that a student needs to be absent for doctors and/or court appointments, please provide documentation of these appointments within 30 calendar days to excuse these absences. Any deviance from the 30 day requirement will need to be approved by CMHS Administration.

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VII. UNEXCUSED ABSENCE FROM SCHOOL DUE TO TRUANCY (SKIPPING SCHOOL)

Parent/guardian(s) will be notified by Carver Middle High School - Grades 6 - 12 administration of all trancies. The student will receive a zero for all classroom work missed, and no make-up work will be permitted. In addition, the student will be assigned a disciplinary action up to and including a short term suspension

VIII. UNEXCUSED ABSENCE FROM CLASS DUE TO TRUANCY (SKIPPING CLASS)

In the event of a class cut a student will receive a zero for all classroom work missed, and no make-up work will be permitted. The student will also face the following consequences: First Offense– Office Detention or Saturday School; Subsequent Offense – Office will determine appropriate consequences (minimum of Saturday School.)

IX. ACADEMIC CONSEQUENCES OF POOR ATTENDANCE

Students who fail to attend 90% of the class meetings will suffer the loss of credit for that course. Students who have more than 8 unauthorized absences in a class that meets for one semester will lose all credits for that course (two term courses are equal to one semester course.) Students who have more than 16 unauthorized absences in a class that meets for the full year will lose all credit for that course. Students who lose course credit but pass the course will still receive a grade for the course but will lose credits toward the completion of their graduation requirements. Absences would be considered authorized only when accompanied by documentation, provided to the school within one (1) week of the absence, that would support the following reasons:

- A.** Illness as documented in writing by the student’s physician;
- B.** Debilitating injury as documented in writing by the student’s physician;
- C.** Religious holiday;
- D.** Legal obligation;
- E.** Chronic illness or injury covered by a physician’s note;
- F.** In School suspension mandated by the administration;
- G.** Bereavement.
- H.** College visits (up to 2 Junior Year and 2 Senior Year)

For all absences, the parent/guardian and student must assume responsibility for the work lost during such absences and all tests, quizzes and other work must be made up within a reasonable amount of time, the deadlines for which will be determined by the teacher.

X. STUDENT ABSENCE NOTIFICATION PROGRAM

At the commencement of each school year, parents/guardians will be sent a notice instructing them how to inform the school of the student’s absence and the reason for such absence. This notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day.

Parents or Guardians will also be notified when a student who has at least five (5) days in which the student has missed two (2) or more classes/periods (unexcused) or who has five (5) or more unexcused absences in the school year and a meeting will be scheduled with the building Principal (or his/her designee), the Parents/Guardians and the student to develop an action plan to improve the student’s attendance.

Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

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A. CLASS ATTENDANCE WARNINGS

1. **Denial of Credit Warning Letters** – As attendance becomes a concern, letters warning students and parent/guardian(s) of attendance status and potential loss of credit will be mailed to student’s homes.
2. **Denial of Credit Letter** – Once a student’s record indicates that he/she has lost credit for a class or classes, a Denial of Credit letter will be mailed to student and parent/guardian(s).
3. **Make-up Work Policy Due to Absence** – Absence from class does not relieve a student of responsibility for submission of academic work on established deadlines as identified on the forecasts. In the event of an absence from school, upon a student’s return to school, he/she must make arrangements for make-up work with teachers the next time each class meets.

**CARVER PUBLIC SCHOOLS
POLICY PROHIBITING BULLYING**

An Act Relative to Bullying in Schools has requirements regarding school committee policies and student handbooks, as follows:

1. **School Committee Policy.** M.G.L. c. 71, Sec. 37H requires the superintendent to publish the district’s policies relative to the conduct of teacher and students. The anti-bullying law amends Section 37H by explicitly requiring that there be a policy that prohibits bullying (as defined by M.G.L. c. 71, sec. 37O) and includes the student-related sections of the district’s Bullying Prevention and Intervention Plan.
2. **Student Handbooks.** The anti-bullying law also amended M.G.L. c. 71, Sec. 37H to require that schools include an “age appropriate summary” of the student related sections of the Bullying Prevention and Intervention Plan.

DISTRICT POLICY¹

The Carver Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to 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 associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student’s ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Acts of bullying and cyberbullying are prohibited:

¹ The required School Committee Policy prohibiting bullying must include the student-related sections of the district’s Bullying Prevention and Intervention Plan, which districts must have in place no later than 12/31/10. Consequently, if a school committee were to adopt, now, a policy prohibiting bullying, the school committee should do so with the understanding that the policy language may need to be revised at a later date based on the district’s Bullying Prevention and Intervention Plan and the final regulations implementing the statute’s requirements regarding providing notification of bullying or retaliation. Carver School Committee Policy Reference Manual

This School Committee Policy is intended to be consistent with the district’s Bullying Prevention and Intervention Plan. To the extent there is a discrepancy between this Policy and the district’s Bullying Prevention and Intervention Plan, The Bullying Prevention and Intervention Plan is considered controlling

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- i. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- ii. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

A. Definitions:

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

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 1) causes physical or emotional harm to the target or damage to the target's property;
- 2) places the target in reasonable fear of harm to himself or of damage to his property;
- 3) creates a hostile environment at school for the target;
- 4) infringes on the rights of the target at school; or
- 5) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- 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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
- iii. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

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Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is 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 is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyberbullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Carver Public Schools absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

- a. Reporting by Staff:** A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.
- b. Reporting by Students, Parents/Guardians, and Others:** The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.
- c. Reporting to the Superintendent:** Staff member, parents/guardian, students or others who witness or become aware of conduct by the principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.
- d. Reporting to Parents/Guardians:** In the event the principal or designee determines that bullying or retaliation has taken place, the principal or designee will promptly notify the parent/guardian of the alleged target and the alleged aggressor. There may be circumstances in which a principal or designee will notify parents prior to completion of an investigation.
- e. Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a

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reasonable basis to believe that criminal charges may be pursued, the principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and the School Committee's agreement with the Carver Police Department. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Carver Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

- f. Reporting to Administrator of Another School District or School:** If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Carver Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Carver Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If either party is dissatisfied with the results of the investigation, he/she may direct his/her concerns in writing to the Superintendent or designee for further consideration. In addition, regardless of the outcome, school officials will inform parents about the Department of Elementary and Secondary Education Program Resolution System (PRS) and how to access that system. Information can be found at: <http://www.doe.mass.edu/pqa> emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.
- g. Reporting to Other Agencies:** In certain cases, bullying of a student may constitute child abuse under Massachusetts law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. A written record of the investigation will be maintained. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

- a. Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.
- b. Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator may record the allegations and read them to the complainant to confirm accuracy.

- A. Interviews:** Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

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Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

B. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

Holding parent conferences;

Transferring student's classroom or school;

Limiting or denying student access to a part, or area, of a school; Enhancing adult supervision on school premises;

Excluding from participation in school-sponsored or school-related functions, afterschool programs, and/or extracurricular activities;

Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.

Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.

Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

C. Closing the Complaint and Possible Follow-Up

In the event the principal or designee determines that bullying or retaliation has taken place, school staff will promptly provide notice to the parent/guardian of a target and a student aggressor and will further inform the parent of the target what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians – unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the

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complaint, the outcome of the investigation, and the action taken.

First Reading: August 16, 2010

Second Reading and Adoption: September 13, 2010

Revisions Approved and Amended November 14, 2011

Revisions Approved and Amended November 10, 2014

Revisions Approved and Amended June 5, 2025 (formerly JICD/JICFB)

BUS POLICY

- I. In the interest of safety and well-being of all students transported, the following rules and regulations are to be abided by:**
- A.** The driver and/or bus supervisor is in full charge of the bus and students therein. He/she shall have the right to assign students to specific seats within the bus. He/she shall accept as his/her responsibility the obligation to report to the Principal the names of any students who seriously misbehave.
 - B.** There is to be no smoking aboard any school bus at any time. This is a requirement of the MA laws. Possession and/or use of controlled substances or alcoholic beverages aboard a bus is subject to the same disciplinary action and policy that applies to possession and/or use in school.
 - C.** Windows and doors are not to be opened or closed except by the bus driver or supervisor. At no time are objects of any kind to be thrown within the school bus or through any open window or door.
 - D.** A student should not enter a bus once it is in motion. There is to be no movement within the bus once seated. There are to be no standees while the bus is in motion along roadways.
 - E.** Improper language is not to be tolerated; shouting and/or screaming is not considered proper; radios and/or other electronic music devices are not to be brought on buses and if present on the vehicle, are subject to confiscation at the discretion of the driver. Violations of these actions will be regarded as cause for a report to the Principal.
- II. The following are to be regarded as violations of rules during transportation for which students may be reported, and disciplinary action may be taken:**
- A.** refusing to obey the driver;
 - B.** Fighting;
 - C.** lighting matches or cigarette lighter;
 - D.** Vaping or Smoking
 - E.** hanging out of a window;
 - F.** Spitting;
 - G.** possession of a weapon;
 - H.** disobeying a bus monitor;
 - I.** bothering others, and/or any other behavior that distracts the driver from safe operation of the vehicle and jeopardizes the safety of all passengers.
- III. Students must be at their proper bus stops and on time according to the established schedule.**
They are to wait at a point designated by the driver and are to conduct themselves in a manner that causes no inconvenience to neighbors in the loading area.

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- IV. Damage to the bus shall be considered to be the same as damage to any school property; those who deface or otherwise destroy such property will be held responsible for repair/replacement.**
- V. Under no circumstances will students be allowed to transfer to another bus for social reasons.** Discretion will be afforded building administrators for established groups and individual requests. A student may be allowed to transfer to another bus for babysitting and emergency purposes provided that the parent/guardian(s) send a note of request to the Principal, including telephone numbers of persons to be contacted in case of an emergency. Parent/guardian(s) notes for this purpose are to be kept in the building and, as necessary, a log sheet maintained of issued approvals.
- VI. Bus discipline forms will be used by drivers and administrators as needed. A student may be suspended if he/she commits one or more of the following offenses:**
- A.** Repeated disruptions;
 - B.** Threat to the safety of others;
 - C.** Defacing or defacement of bus property.

Students are reminded that a violation of these codes of conduct may be cause for suspension and/or Expulsion from school in addition to Expulsion from the bus. All questions regarding transportation should be directed to the Transportation Director at (508) 866-9627.

HARASSMENT POLICY

CARVER PUBLIC SCHOOLS NON-DISCRIMINATION POLICY INCLUDING PROHIBITION AGAINST HARASSMENT AND RETALIATION

The Carver Public Schools is committed to maintaining a school environment free of discrimination, including harassment and retaliation, based on race, color, religion, national origin, age, sex, gender, gender identity, sexual orientation, disability, and homeless status. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is strictly prohibited. Retaliation against an individual who reports discrimination, including harassment, or who participates in an investigation of such matters is also prohibited.

The Carver Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community. While this policy sets forth District policy of having a work/educational environment that is free of discrimination, including harassment, based upon the characteristics above, the policy is not designed or intended to limit the District's authority to discipline or take remedial action for conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination or harassment.

DEFINITION OF HARASSMENT

In General: Harassment may include, but is not limited to, any unwelcome written, verbal, physical, graphic, or electronic conduct that is based upon the characteristics named above and has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the District's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or others based upon a person's protected class status.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may

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reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While harassment based upon each of the above characteristics is prohibited, sexual harassment requires particular attention. Generally, sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Title IX of the Education Amendments of 1972

In addition, the District prohibits sexual harassment as defined by the regulations promulgated under Title IX of the Education Amendments of 1972. The District will assess all allegations of sexual harassment to determine if they may reasonably meet the definition of sexual harassment under these regulations. If so, the District will respond in accordance with its Title IX Grievance Process. According to Title IX, Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws)

Title IX also requires that the incident occurred in the United States, on District property, during District programming, or at any event where the District exercises substantial control of the context of the harassment and the person accused of it. Further, the complainant must have been actively participating in or attempting to participate in the District's educational programming or activities when the alleged incident took place. The Title IX Coordinator has the primary responsibility for coordinating the District's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remedy, and prevent discrimination and harassment in violation of this policy.

REPORTING HARASSMENT

All students, employees or other individuals who believe they may have been harassed or otherwise discriminated against in violation of this policy should report their concern promptly to the school principal. Individuals who do not wish to discuss the issue with the principal, or if the principal does not address the problem, the individual should inform the Title IX Coordinator and/or the Superintendent.

All employees of the Carver Public Schools including, but not limited to principals, teachers, school counselors, coaches, paraprofessionals, school bus drivers, administrative assistants, custodians, and food service staff, who observe harassment or who receive a report of harassment relating to a student or another staff member are required to immediately report such conduct. All employees must recognize that under the Title IX

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regulations, the District is deemed to have actual knowledge of an alleged incident of sexual harassment (and must thus address it) when any employee has knowledge

of such conduct. Thus, all employees who have knowledge of sexual harassment must report it and do not have the option of ignoring

RESPONSE TO HARASSMENT

The Carver Public Schools will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment, to ensure that it is not repeated, and to remedy its effects.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

The Carver Public Schools will also fulfill any obligations it may have to report allegations involving criminal conduct to the police.

All allegations of Sexual Harassment that reasonably may be viewed as meeting applicable definitions under Title IX will be responded to in accordance with the District's Title IX Grievance Procedures. Any employee who learns of sexual harassment must report it to their building principal or the Title IX Coordinator.

CLOSURE OF A COMPLAINT

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Title IX Coordinator and/or the Superintendent.

NOTICE OF NONDISCRIMINATION

The Carver Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, disability, or homeless status in admission to, access to, employment in, or treatment in its programs and activities.

The Title IX of the Education Amendments of 1972 Coordinator is Melissa Leary and can be reached at (508) 866-6190.

The Section 504 of the Rehabilitation Act of 1973 Coordinator is Scott E. Knief and can be reached at (508) 866-6160.

Inquiries regarding the application of the Carver Public Schools' nondiscrimination policy may be referred to Carver's Coordinator as stated above. Additionally, the agencies below are responsible for ensuring compliance with laws that relate to discrimination and harassment.

The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Problem Resolution System (PRS) accepts complaints when the alleged violation occurred no more

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than one year before PRS received the written complaint.

The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at JFK Federal Bldg, 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669-4000; TTY Users (800) 669-6820.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964
 Title IX, Education Amendments of 1972
 Rehabilitation Act of 1973
 Title II of the Americans with Disabilities Act
 M.G.L c. 76, §5;
 M.G.L. c. 151B and 151C;
 603 C.M.R. § 26.00

CROSS REFS.: JFABD Homeless Students: Enrollment Rights and Services

Adopted: February 14, 2000

SOURCE: MASC December 2021

Approved: May 9, 2022

Adopted: November 13, 2000, as GBEBA

Revised, renamed as AC and Adopted: September 12, 2022, Approved: June 5, 2023

HAZING POLICY

I. Crime of Hazing: Definition/Penalty

- A.** 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 year, or by fine and imprisonment.

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

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

II. Duty to Report Hazing

Whoever knows that another person is the victim of hazing 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.

III. Duty to Inform Students of Hazing Statutes

Carver Middle High School - Grades 6 - 12 shall issue to every group or organization under its authority, or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of the Carver Public Schools Hazing Policy. An officer of each such group or organization, and each individual receiving a copy of this policy shall sign an acknowledgement stating that such group, organization or individual has received a copy of said policy.

- A. Carver Middle High School - Grades 6 - 12 shall file, at least annually, a report with the MA Board of Education, certifying that Carver Middle High School - Grades 6 - 12 has adopted a disciplinary policy with regards to the organizers and participants of hazing. The MA 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 a report.

SUSPECTED HEAD INJURY/ CONCUSSION POLICY

Pursuant to Mass. Gen. L. c. 111, Section 222 (“Section 222”) and accompanying regulations (105 CMR 201 et seq.), the Carver Public Schools have developed this policy to address the identification and proper handling of suspected head injury in student participating in school-based athletics.

I. DEFINITIONS

For the purposes of this policy, consistent with 105 CMR 201.007, the following words shall have the following meaning:

<p>Department means the Department of Health</p>
<p>Concussion means a complex disturbance in the brain function due to direct or indirect trauma to the head, related to neuron-metabolic dysfunction, rather than structural injury</p>
<p>Head Injury means a direct or indirect trauma to the head including a concussion or traumatic brain injury</p>
<p>Second impact syndrome means a potentially lethal condition that can occur when a person sustains a head injury prior to the complete healing of a previous brain injury causing dysregulation of cerebral blood flow with subsequent vascular engorgement</p>
<p>Traumatic Brain Injury (TBI) means a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. TBI may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head. TBI includes, but is not limited to, a concussion.</p>

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A traumatic brain injury is a blow or jolt to the head that can temporarily or permanently impair a student's physical abilities and change how the student thinks, acts and learns in school. A concussion is a type of traumatic brain injury that is also referred to as a "closed head injury."

The physical symptoms that may continue during recovery of a concussion are: Headache, nausea, light and noise sensitivity, fatigue, sluggishness, dizziness, changes in sleep patterns, blurred vision and reduced/impaired concentration. Changes in the emotional well-being during recovery could include: higher irritability, withdrawn, more defiant, inappropriate behavior, argumentative, inappropriate emotional reactions, emotional ups and downs, lack of energy and easily annoyed/"short fuse."

Students who suffer a head injury/concussion may fall into one or all of the recovery stages. This will be determined by the student's primary care physician or school nurse, and teachers will be notified with specific recommendations.

There are four stages of recovery from a concussion:

1. **RED Stage** – Usually lasts 2 – 4 days, but could last weeks.
 - REST
 - Students typically do not attend school
 - Strict limits on screen time/use of electronics/reading
 - Parent/guardian: Inform school of injury and request a Team Captain
 - No Sports
 - REST
2. **ORANGE Stage**
 - Students may attend school half to full days
 - REST at home
 - Continue limits on screen time/use of electronics/reading
 - Avoid school bus and heavy backpacks
 - No test in school
 - No sports, band, chorus, PE
 - REST
3. **YELLOW Stage**
 - Student may attend school on a full-time basis if possible
 - Homework deadlines should be adjusted to help student transition back to school
 - Student will see the school nurse for pain management or if rest is needed
 - Limit one quiz-test per day
 - Student will complete as much homework as possible
 - No sports
4. **GREEN Stage**
 - Student will attend school full time
 - Student will resume normal activities

Student will resume sports once school work is back on track and student is cleared by a physician.

II. ROLES AND RESPONSIBILITIES

- A. Athletic Director shall be responsible for the general implementation of this policy and any accompanying procedures as it relates to students in grades 6 through 12 who participate in extracurricular athletic activities and/or marching band. The athletic director is required to review this policy every two years.
- B. Coaches are required to instruct students in form, technique and skills that minimize

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sports-related head injury and are directed to discourage and prohibit students from engaging in any unreasonably dangerous athletic technique that endangers the health and safety of a student, including using a helmet or any other sports equipment as a weapon.

- C. Students who engage and unreasonably dangerous behavior while participating in extracurricular athletic activities will be subject to the code of conduct and possible disciplinary consequences.

III. TRAINING

The following people shall be required to participate in a training in the prevention and recognition of a sports-related head injury, including second impact syndrome:

- A. coaches;
- B. certified athletic trainers;
- C. volunteers;
- D. school physicians;
- E. school nurses;
- F. athletic director;
- G. band directors (including volunteer directors);
- H. Parents of students who participate in an extracurricular athletic activity;
- I. students who participate in an extracurricular athletic activity

In accordance with Section 222 and accompanying 105 CMR 201.008, online training programs will be offered through the Department at no charge to the individual. This training shall include recognizing sports-related head injury including second impact syndrome. Individuals who are required to participate in the training shall submit documentation verifying the completion of the training the Superintendent of Schools. Such documents shall be maintained by the Superintendent or his designee for three years.

IV. PREREQUISITES TO PARTICIPATION IN STUDENT ATHLETICS

At or before the start of each sport or band season, students/ parents shall provide the following information:

- A. Documentation of the student's annual physical examination;
- B. A completed *Pre-Participation Head Injury/ Concussion Reporting For Extra-Curricular Activities* ("Pre-Participation Form") which shall include:
 - 1. A comprehensive history with up-to-date information relative to concussion history, any history regarding head, face or cervical spine injury and/or any history of co-existent concussion injuries;
 - 2. Signatures of both the parent and the student.
- C. A certification of completion for any Department approved online course or a signed acknowledgment as to their receipt of Department approved written materials. Certification for completion of the online course is valid for one school year.

If the student/ parent fail to provide any of the above information, the student will not be permitted to participate in the activity, including but not limited to try-outs or practices.

V. REMOVAL FROM DUE TO HEAD INJURY AND PROCEDURES FOR RETURNING TO THE ACTIVITY

- A. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to practice or competition that day.

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- B.** The student must provide a completed *Department Post Sports-Related Head Injury Medical Clearance and Authorization Form* to the athletic director prior to resuming the extracurricular athletic activity.
- C.** If a student is diagnosed with a concussion, school personnel, including but not limited to the teachers, school nurse, and certified athletic trainer, along with parents shall develop a written graduated entry plan for return to full academics and extracurricular activities. The school nurse will coordinate the writing and approval process of the written graduated entry plan.
 - 1.** Accommodations, may include, as appropriate: provision for physical or cognitive rest; graduated return to classroom studies; estimated time intervals for resuming activities; assessments by the school nurse; periodic medical assessment by a physician until the student is authorized to full classroom and extracurricular activities. The school physician and/or student's physician may be consulted as appropriate in devising the graduated entry plan.

VI. REPORTING REQUIREMENTS

- A.** All coaches are required to report any student's head injury or suspected concussion sustained in practice or games to the student's parent so that the parent may take the student to a medical provider for appropriate medical evaluation and treatment. The parent shall be informed of the injury immediately after the practice or game in which it occurred and notification must also be provided in writing no later than the end of the next business day.
- B.** The coach must also notify the athletic director of the injury and removal from play by the end of the next business day. The coach must also complete a *Department Report of Head Injury During Sports Season Form* and provide it to the athletic director, parent, certified athletic trainer and school nurse.
- C.** If a student sustains a head injury outside of the extracurricular activity, the parent must complete the *Department Report of Head Injury During Sports Season Form* to the athletic director.
- D.** Athletic directors shall disseminate to coaches and band directors copies of the *Pre-Participation Form* for all of that coach's team or band director's band. The athletic director shall copy any forms that indicate a history of head injury provide them to the school nurse. The athletic director shall copy any forms that indicate a history of head injury, batch them by team or band grouping, and provide them to the team's physician and the team's certified athletic trainer, if any.

Cross Ref: Mass. Gen. L. Ch. 111, Section 222; 105 CMR 201.000 et seq.; Student Handbook Policies

HEALTH POLICY

Carver Middle High School attempts to provide an environment which will be safe from accidents. If an accident or sudden illness occurs, first aid will be administered by the school nurse or health aide, and the parent/guardian(s) will be notified. The school will give no care beyond first aid; transportation will be provided by the parent/guardian(s). If warranted, an ambulance will be called and the student will be transported to the closest hospital. Parent/guardian(s) will be responsible for ambulance and hospital expenses. In cases of serious emergency, school personnel will take appropriate action while attempting to contact a student's parent/guardian(s). Supplies in the Health Center are for student's needs concerning emergency and first aid care. The Health Center budget and the law do not allow for the care and treatment of illnesses which are better attended to by parent/guardian(s) and/or their private physicians.

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After scheduled school hours, there is no nursing coverage and there is no access to medication that is kept in the nurse's office. For those who are on school sports teams, emergency medications (i.e., epi-pens, inhalers) may be kept in the coach's first aid bag, and written consent/orders for the medication must be kept on file in the nurse's office. If an urgent medical need occurs after school, the school will make every effort to notify the parent/guardian(s) of the student's need, and 911 will be activated if necessary.

I. EMERGENCY CONTACT & HEALTH INFORMATION Parent/Guardians must update emergency contact and health information on their parent Aspen account at the beginning of each school year. Consent for medications allowed by school physician orders are also included in Aspen. This information allows the nurse to properly care for the student and reach a parent/guardian or a person designated by him/her when necessary.

II. IMMUNIZATIONS

All students attending school are required to be immunized according to MA GENERAL LAWS Chapter 76, Section 15. Any student who does not have the required immunizations will be notified. If immunizations are not obtained, the student will be excluded from school as required by state regulations. Written documentation of all immunizations must be provided from the child's physician, or administering agency.

III. PHYSICAL EXAMINATIONS

In compliance with MA GENERAL LAWS c.71, s.57 and related amendments and regulations (105 CMR 2000.000-200.920) physical examinations are required during the year of entrance to school and every three to four years thereafter. In addition, physical examinations are required annually before participating in competitive sports, for children between 14 and 15 years of age requesting work permits, and when specifically requested by school staff due to medical concerns.

IV. PRESCRIPTION/NON-PRESCRIPTION DRUGS

A. Students are NOT to carry medication of any kind, including prescriptions, over-the-counter medications, and herbal supplements. School health staff will assume responsibility for dispensing medication per school policy.

Note: An inhaler and/or EpiPen may be carried by a student if a physician's written order and a parent/guardian permit form are on file in the nurse's office. For safety reasons, a second inhaler/EpiPen should be supplied for the nurse's office in the event the student misplaces or forgets to bring his/her inhaler to school.

B. The Carver School Committee has approved a policy permitting the school physician to write standing orders for Acetaminophen, Ibuprofen, Benadryl, and Tums for all students, Parent/guardian permission must be obtained before administering medication to any student. The Carver Schools also have standing orders, written by the school physician for emergency medications to be administered for allergic reactions.

C. It is general practice to discourage dispensing medication in school. Medication may be administered only if compliant with the following criteria:

I. MA GENERAL LAWS, c.94C required a written order from a physician for any medication to be given in school. The order must include the name of the drug, the dosage, the time interval for administration, diagnosis and reason for medication to be given in school. This includes over the counter medication. The exception to this would be if a prescription medication were to be given for only ten days; the

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pharmacy label on the prescription bottle would be acceptable as the physician order in this case.

2. A parent/guardian permission form must be completed authorizing the school nurse to administer medication to the student in school.
3. Medication must be in a container labeled by the pharmacy or physician or in the original container for non-prescription medicines.
4. For certain medications (i.e., inhalers, epi-pens), an extra prescription is required if a student is a member of a school sports team. The medication will be carried by the coach in the medical kit and available for use if an urgent medical need warrants administration.
5. If a student has an anaphylactic reaction requiring administration of an EPI-PEN, the nurse or trained staff member will administer the EpiPen according to physician orders. If an EpiPen is administered, an ambulance will be called and the student will be transported to the closest hospital.

V. ILLNESS

Students may not leave the school due to illness without first reporting to the nurse. The nurse will make arrangements for dismissal. Upon return to school after an absence caused by a contagious disease, a student may be admitted by the school nurse after the designated period of isolation. Physicians are required by law to report any communicable disease to the Carver Board of Health. Parent/guardian(s) should notify the school nurse of any communicable disease before the student returns to school.

VI. SCREENINGS

MA GENERAL LAWS, c.71, s.57 requires that all students have vision and hearing screenings during one middle school grade and one high school grade. If the student fails a screening, parent/guardian(s) will be notified.

MA GENERAL LAWS, c.71, s.57 also requires that all students grade 5 through 9 be screened annually for scoliosis. If a parent/guardian(s) refuses to have a postural screening by the school, written documentation provided by the family physician must be submitted to the school nurse.

MA GENERAL LAWS, c.71, s.97 requires that schools utilize a verbal screening tool to screen pupils for substance use disorders. This screening will be conducted annually with students in one middle school grade and one high school grade."

VII. FIELD TRIP MEDICATION PROCEDURE

When possible, medication will be omitted or given when the student returns from the field trip. Students who have a physician's order and parent/guardian permission with the approval of the school nurse may self-administer medications on field trips. Medications will be carried by teachers unless the student has special permission from the school nurse, physician and parent to carry medication. If a student is unable to self-administer medication, the parent/guardian(s) may attend the field trip and administer the medication or the teacher in charge of the field trip may arrange for a substitute nurse. If a student with a prescribed EPI-PEN has an anaphylactic reaction requiring an injection or any student has a severe allergic reaction, an ambulance will be called and the student will be transported to the nearest hospital. The parent/guardian(s) will be responsible for all ambulance and medical costs.

Carver Middle High School provides an environment that reduces the presence of latex products. Non-latex products should be substituted for latex containing items for use in school. Latex balloons

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are not allowed in the school or at school sponsored events (including co-curricular events and celebrations).

Carver Middle High School - Grades 9 - 12 is a latex free school.
No latex-based products are allowed on school premises or at out of school events; i.e., proms, athletic events, etc.

OTHER RULES AND PROCEDURES

I. MEAL PROGRAMS and CAFETERIA RULES

Breakfast is available to all students in the Middle/High School from 7:00 a.m. to 7:25 a.m.

Lunch options are available every day. Carver Public Schools uses the MOSAIC POS System. Students enter their personal 4-digit student ID number at purchase time. It is encouraged that families prepay for meals at www.myschoolbucks.com. Information is available on our website www.carver.org. Cash payment will be accepted at school. **NO CREDIT IS ALLOWED** for Carver Middle/High School.

Carver Public Schools participates in the Community Eligibility Provision (CEP) of the National School Lunch Program. This special provision allows our school(s) to provide breakfast and lunch at no cost for all students, and families are no longer required to complete an application to access meal benefits.

A. CAFETERIA RULES

Students must remain in line and scan their ID card at the cashier station. Students must return all trays and utensils to the tray area. Students are required to leave the eating area clean and orderly. Students may not cut the cafeteria line. Students are expected to remain in the cafeteria throughout the entirety of their lunch. Students must have permission to leave the cafeteria to use the lavatory and must sign out. Valid passes are required for any student leaving the cafeteria to access other school resources (guidance, the main office, the library, etc.). Violation of any cafeteria rule is subject to disciplinary consequences as outlined in the Code of Conduct.

B. Meal Modifications in Child Nutrition Programs

The U.S. Department of Agriculture (USDA) nondiscrimination regulation (7 CFR 15b), as well as the regulations governing the Child Nutrition Programs has issued [SP 59-2016: Policy Memorandum on Modifications to Accommodate Disabilities in the School Meal Programs](#) which clarify that School Food Authorities (SFAs) must make substitutions to the regular meal, at no extra cost, for children who are unable to eat meals served in any Child Nutrition Programs (CNP) because of their disabilities.

Any requests for a modification related to the meal or meal service must be submitted using the meal modification form to your school Nurse or Food Service Director.

II. CARVER SCHOOL COMMITTEE MEETINGS and PROCEDURES

The Carver School Committee meets on the second Monday of each month at Carver Middle High School - Grades 6 - 12. Meetings are posted in the Superintendent's Office, Carver Town Hall, and in all public school buildings.

III. CHANGE OF ADDRESS

Any student who changes his/her address and/or telephone number during the school year must notify the Guidance Office immediately.

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IV. COMMUNITY NOTIFICATION OF DISCIPLINE INCIDENTS

Throughout the school year a variety of incidents of concern occur at all public and private high schools. At Carver Middle High School - Grades 6 - 12, the administration has two responsibilities with regard to sharing information with the school community and the community of Carver. First, the administration has the responsibility to protect the confidentiality of those students involved in any incident. Second, the administration also has the responsibility to assure the community, parents and students that they will be notified of any incident that occurred at Carver Middle High School that has affected or may affect the well-being and security of the greater school community. Each of these responsibilities will be taken under serious consideration before information is disseminated.

V. COMPLAINT PROCEDURE

Parent/guardian(s) are requested to discuss concerns at the appropriate levels. If the concern relates to the classroom, the following procedure must be followed:

- A.** Parent/guardian(s) must first meet with the teacher to try to resolve the issue;
- B.** If the issue is not resolved after a meeting with the teacher, the parent/guardian(s) will meet with the appropriate Department Chair. At this level, parent/guardian(s) should put in writing a description of the problem and the attempt to resolve it;
- C.** If the results of the meeting with the Department Chair are not satisfactory, the parent/guardian(s) should then meet with the Principal. In the case of a special education, health services, or guidance issue, the parent/guardian(s) should address their concerns to the Superintendent;
- D.** If a complaint is still not resolved, the parent/guardian(s) should address their concerns to the Superintendent;
- E.** Finally, if not satisfied after meeting with the Superintendent, the parent/guardian(s) may go to the School Committee as the final policy/decision making body.

VI. DANCE AND ACTIVITY GUIDELINES

Guests will not be admitted without prior administrative approval. Students are not allowed to leave the dance/activity once they have entered as they will not be admitted a second time. Doors will close one-half hour after the start and no student will be admitted without prior administrative approval. Guest participants (not spectators) in school functions must attend high school or be graduates under the age of 21. No guests over 21 or older are allowed to attend school dances. All school rules and disciplinary policies apply at all school activities. To be eligible to participate in or attend any after-school activity students must attend school the day of the activity.

VII. USE OF FACILITIES

School facilities are available for use by local organizations. Arrangements for building use are available on the Carver Public Schools Website. Town organizations are always welcome and scheduling is completed on an availability basis. User fees, which are dependent upon the areas of facilities to be used and amount of time needed, may be assessed by the School Committee. Also, security guards at the user's expense may be assigned at the discretion of the building Principal.

VIII. FEE COLLECTION POLICY:

A fee of \$25 will be collected on any insufficient funds presented to the Town of Carver/Carver Middle High School in the form of a check. This penalty is due to the additional labor cost to process returned items.

IX. EMERGENCY EVACUATIONS, FIRE DRILLS, LOCK DOWNS AND OTHER EMERGENCY PROCEDURES

Administration and classroom teachers will review all emergency protocols designed to ensure the safety of the school community at the beginning of each school year. Drills will be conducted throughout the year. Important evacuation information will be posted in every classroom. Students

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must follow the directions of the teachers at all times as they are guided to the exit and and/or designated safety area. Students may not leave the designated safety area until directed by a teacher, administrator, or fire/police official to do so. Quiet and orderly behavior is expected at all times. DURING EMERGENCY CONDITIONS, NO STUDENTS WILL BE ALLOWED TO GO TO LOCKERS, OR USE A ROOM, CELLULAR, OR BUILDING TELEPHONE.

A. EMERGENCY EVACUATION:

MASSACHUSETTS EMERGENCY MANAGEMENT AGENCY

An Emergency Evacuation Plan has been approved by the Massachusetts Emergency Management Agency for the evacuation of Carver Public Schools. This plan was developed to assist in the **evacuation of schools within a ten-mile radius of the Pilgrim Nuclear Power Station**. If an emergency is identified that necessitates evacuation of students, they will be transported to “host” schools outside the area. Carver residents who attend schools outside the Town of Carver will be held at their school until their parents pick them up. If an emergency is announced before the start of the school day, school would be canceled, as it is when there is danger of inclement weather.

PARENTS WILL NOT BE ALLOWED TO ENTER SCHOOL GROUNDS TO PICK UP CHILDREN ONCE AN EVACUATION IS DECLARED BY THE STATE. PARENTS/GUARDIANS MAY PICK UP THEIR CHILDREN AS SOON AS THEY ARRIVE AT THE ‘HOST SCHOOL’ OUTSIDE OF THE AREA.

1. Primary and Elementary students will be transported to the Williams Middle School, 200 South Street, Bridgewater, MA.
2. Carver Middle High School student will be transported to the Bridgewater-Raynham Regional High school, Mr. Prospect Street, Bridgewater, MA.

Parents/guardians are encouraged to call each school listed above to obtain directions if they are not familiar with the location.

X. GRADUATION DRESS

All students will be required to dress appropriately in order to participate in Graduation Exercises. Boys will be required to wear shirts, dress slacks, socks and shoes. Girls will be required to wear dresses, skirts or dress slacks, blouses, and shoes (No Flip Flops). Jeans, sneakers, shorts, etc., are not acceptable. Improper attire will result in a student being removed from Graduation Exercises.

XI. INSURANCE COVERAGE

A. STUDENTS

The student population is not insured by the Carver School District. Therefore, accidents occurring while attending school are not covered by school insurance. Parent/guardian(s) are encouraged to consider purchasing individual student insurance plans. Information about such plans can be obtained at the Main Office. The Carver School District insures only those students who are participating in interscholastic sports. Intramural athletic events are not covered under this plan.

B. STUDENT PROPERTY

The school does not have insurance which would cover theft or loss of personal property while in school, on the school bus, or during school-related activities. Therefore, students must take extreme care with personal items and cash and are encouraged to leave expensive personal items and cash at home. The school will not assume liability in the event of such loss.

XII. LIBRARY ACCESS GUIDELINES

- A. When they sign in students are required to have a **library pass** from the teacher who assigned

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- the work. Students should obtain library passes from subject teachers at the teacher's convenience. Passes will be "shared" with teachers through drive and a few are in mailboxes.
- B. Students can work in the lower library and lower lab area. Students should not be in any other lab without teacher supervision.
 - C. Passes do not guarantee a space. If class scheduling and/or individuals have maximized the space or resources available, library access may be limited or closed to study.
 - D. Students will be expected to work silently or very quietly if they have collaborative work to do.
 - E. No food allowed. Students can have water.
 - F. Teachers will be notified by phone if students need to return to study.
 - G. Priority is given to students who work and add to the productive learning atmosphere. Negative or disruptive behavior will result in loss of library privileges and an office referral.
 - H. **Other Studies and Short Term Use:**
 - 1. **Studies:** Students can come to library at the beginning of class without going to study if they have a library pass signed by a **subject teacher**. The library study attendance will be sent to the study room.
 - 2. **Short-term** students are those students who wish to use the library for 10-15 minutes to print, check out a book/Chromebook/iPad/get help from librarian. These students should report to study and at study teacher's discretion two may be allowed to come to the library with a pass from subject teacher. Students are expected to return to study.

Students will only be allowed to borrow a Chromebook or iPad with a teacher pass verifying a need to borrow the device. Students must return the device to the library by the end of the school day.

XIII. LOCKERS

A locker will be assigned to every student by request. The school is not responsible for missing articles taken from any locker. Students should check with the administrator responsible for locker assignment whenever there is a problem. Only administrative approval can effect a change in locker assignment. Lockers are the property of the school department and are subject to inspection by the administration at any time. Locker use is prohibited for students in the cafeteria during their assigned lunch period.

XIV. INTERVIEWS

School administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to their roles as school officials and/or the school environment.

XV. MILITARY ACCESS TO STUDENT RECORDS

Congress enacted the "No Child Left Behind Act of 2000". This law allows access to student records for recruiting purposes. Each local educational agency (school) receiving federal assistance under this act shall provide on a request made by the military recruiters, access to the student names, addresses and telephone numbers. **Carver Middle High School - Grades 6 - 12 will release directory information to the Uniformed Services of the United States unless specifically notified by the parent/guardian(s) of said student that this information is not to be released, in accordance with the 1974 Family Rights and Privacy Act.**

XVI. PARENT/GUARDIAN(S) NOTIFICATION RELATIVE TO SEXUAL EDUCATION MA GENERAL LAWS, C.71, S. 32A

Parent/guardian(s) have the right to exempt their children from any portion of the curriculum that primarily involves human sexuality issues through written notification from the parent/guardian(s) to the school Principal. Parent/guardian(s) also have the right to inspect and review program instructional materials for such courses. The school Principal will make these materials available to the parent/guardian(s) upon written request.

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XVII. PARKING – STUDENTS

Students who are permitted to park their cars on school property are granted a privilege. Parking passes are contingent upon a student maintaining a safe driving record, including not exceeding 15 mph while driving on campus, and parking in authorized student parking areas. Parking privileges may be revoked by the administration for any reason. Tardiness may result in the loss of parking privileges. The cost for student parking passes is \$50.00. Starting April 1st the price for parking passes will be reduced to \$20. Students will purchase a parking pass and will park in the student parking lot. Students must present a driver's license to purchase a pass. Parking passes will be available for the next school year, after graduation. Parking passes will be sold on a first-come, first-serve basis. Once all available spaces in the student parking lot are assigned, parking passes will no longer be sold. Parking passes must be visible and placed on the rearview mirror. Student parking passes will be issued to cars registered to students or to their parent/guardian(s). Unauthorized cars found on campus will be towed at the expense of their owners. The school accepts no responsibility and/or liability for cars parked on school grounds. All operators and passengers of motor vehicle are required to properly fasten safety belts when driving on school property.

XVIII. PLEDGE OF ALLEGIANCE

Each teacher at the commencement of each day in all grades in all public schools shall lead the class in group recitation of the Pledge of Allegiance, as per M.G.L., c. 71, s. 69.

XIX. RECOMMENDED READING POLICY

At the close of each school year, all students will be issued a list of recommended readings to be read over the summer in preparation for the coming school year and post-high school enrichment.

XX. RESTROOM USE

Student restrooms are located on the first floor, on either side of the cafeteria. Students are encouraged to use the restrooms before school, between classes and/or during lunch periods. Use of restrooms during class time is strongly discouraged.

XXI. TELEPHONE

Student use of the classroom phone is allowed with teacher permission.

XXII. TEXTBOOK POLICY

Each student must return all textbooks and district-issued devices (such as an iPad or Chromebook) as requested by the teacher. Students must pay all replacement costs for lost or damaged books to be eligible to participate in graduation or receive a diploma. Should a book be lost or damaged, a new one will NOT be issued until it is replaced or paid for. Parents are responsible for providing annual insurance for the Chromebook to be allowed home and if damage occurs, parents are required to file a claim for repair/replacement or pay for the replacement device. Books must be covered.

XXIII. VISITORS

Only those persons who are registered students, staff, or faculty members of Carver Middle High School - Grades 6 - 12 or the Carver School Department are authorized to be on school grounds or to use the school property or facilities. Parents and legal guardians are welcome at the school at any time, but they must check into the Main Office whenever entering the building, and be admitted by an administrator. Students may not bring any visitors onto school grounds or into the school facilities without prior written permission of the high school administration. All other persons are not allowed into the school building or on school grounds without written permission of the high school administration. Persons found in the building will be considered intruders, and appropriate action will be taken to remove intruders to the Police Station to protect the students and faculty.

XXIV. WITHDRAWAL FROM SCHOOL

Withdrawal from school is discouraged. Guidance counselors will contact parent/guardian(s), and the

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discussion of options will be encouraged. A student under age 16 may not withdraw from school. A student age 16-17, who wishes to withdraw, must have parent/guardian(s) permission. A student age 18 or over may withdraw from school by notifying the Principal in writing. A student may be subject to involuntary withdrawal for failure to attend school for more than 15 consecutive days during a school year. Exit interviews will be conducted with every student who withdraws from school in order to determine the reason for withdrawal.

XXV. HANDBOOK RESPONSIBILITIES

It is important that parent/guardian(s) and students read and discuss the items contained in the Handbook. The Handbook contains the rules, procedures and general information that addresses most of the issues that may come up during the course of the year. It is important to us that everyone has a complete understanding of our policies and procedures.

POLICY REGARDING MOTOR VEHICLE IDLING
ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at school for the purpose of picking up or discharging students; turbocharged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term “school grounds” shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Carver School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Carver School District shall erect and maintain in a conspicuous location on school grounds “**NO IDLING**” signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Carver School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90,

File: IFBB

CARVER PUBLIC SCHOOLS
SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.

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2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Siblings of enrolled school choice students will be given priority if there are openings.
6. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
7. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, or physical handicap.

Legal References: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00

First Reading: December 12, 2016

Second Reading Adopted by School Committee: January 9, 2017

APPENDIX:

About the BENCHMARKS, the COMMON CORE STATE STANDARDS, the MASSACHUSETTS CURRICULUM FRAMEWORKS, and the 21st CENTURY LEARNING SKILLS

THE BENCHMARKS

A benchmark is a statement of expected student performance at a particular point in time. Not every student will master these benchmarks at exactly the same time. These curriculum benchmarks tell us what children should know and be able to do at a point in time, are observable and measurable, reflect teachers' expectations for all children by the time they finish a grade level, and are attained by most students and exceeded by some. During the 2009-2010 school year, K-12 teacher' teams, under the leadership of the Administrative Leadership Team, reviewed and revised learning benchmarks for all students in grades K-12. These benchmarks were then reviewed by the entire K-12 faculty.

THE MASSACHUSETTS CURRICULUM FRAMEWORKS

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The benchmarks are designed to align current curriculum guidelines with the learning standards from the *Massachusetts Curriculum Frameworks*. The benchmarks are a work in progress to provide a consistent approach to curriculum content across grade levels through the union and the region. The benchmark documents are open for ongoing review and revision.

THE COMMON CORE STATE STANDARDS

Massachusetts joins other states in adopting the new *Common Core State Standards for Literacy and Mathematics*. The state’s curriculum frameworks and Carver Public Schools’ benchmarks will remain the same in all other subjects. The new English Language Arts, Literacy, and math Curriculum Frameworks, comprised primarily of the Common Core State Standards, were written explicitly to define the knowledge and skills that students must master to be college and career ready by the end of high school.

THE 21ST CENTURY LEARNING SKILLS

The Carver Middle High School faculty has identified five 21st Century Learning Skills that will be developed by all faculty members through consistent, uniform, and specific instruction and assessment over a student’s career in grades 6-12.

The following pages include the rubrics for each of the Academic Expectations.

1. Students will apply critical reading skills to a variety of formats.				
	Exceeds the Expectation	Meets the Expectation	Approaches the Expectation	Does not meet the Expectation
Comprehension <i>Preview & Prediction</i> <i>Vocabulary</i> <i>Visualization</i> <i>Main Idea</i>	<ul style="list-style-type: none"> ● Previews material and insightfully predicts outcomes ● Uses subtle context clues/word origins to grasp new vocabulary ● Creates sophisticated and detailed mental pictures ● Accurately and succinctly summarizes essential detail 	<ul style="list-style-type: none"> ● Previews material and predicts outcomes ● Uses context clues/word origins to understand new vocabulary ● Creates mental pictures ● Summarizes essential detail 	<ul style="list-style-type: none"> ● Occasionally previews material and predicts outcomes ● Uses some obvious context clues/word origins to understand new vocabulary ● Creates some mental pictures ● Summarizes less relevant or inaccurate detail 	<ul style="list-style-type: none"> ● Previews and predicts only when prompted ● Uses few context clues/word origins for new vocabulary ● Creates minimal or no mental pictures ● Summarizes inaccurately or retells rather than summarizes
Analysis <i>Interpretation/Inference</i> <i>Connection</i> <i>Craft & Structure</i> (rhetorical devices, tone, word choice, organization, design, etc.)	<ul style="list-style-type: none"> ● Has sophisticated and complete understanding of the text’s literal and implied meanings ● Routinely and creatively connects text to related ideas/personal experience ● Insightfully identifies how author crafts and structures text to achieve purpose 	<ul style="list-style-type: none"> ● Understands the text’s literal and implied meanings ● Connects text to related ideas/personal experience ● Identifies how author crafts and structures text to achieve purpose 	<ul style="list-style-type: none"> ● Understands the text’s literal meaning but does not accurately “read between the lines” ● Occasionally sees some connection between text and related ideas/own experience ● Identifies some ways author crafts and structures text to achieve purpose 	<ul style="list-style-type: none"> ● Does not understand the text’s literal meaning ● Does not connect text to related ideas or personal experience ● Does not consider craft and structure; considers author’s purpose only if directly stated

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Evaluation <i>Judgment</i> <i>Reflection</i>	<ul style="list-style-type: none"> Supports judgments of text’s effectiveness with substantial, compelling, relevant evidence Reflects deeply upon new ideas to develop more complex understanding of world 	<ul style="list-style-type: none"> Supports judgments of text’s effectiveness with substantial, relevant evidence Considers how ideas in the text confirm, challenge, or build upon prior understandings 	<ul style="list-style-type: none"> Supports judgments of text’s effectiveness with some evidence Considers how ideas in the text confirm prior understandings 	<ul style="list-style-type: none"> Rarely supports judgments of text’s effectiveness with any evidence Rarely reflects upon ideas in the text
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2. Students will access and select information critically and ethically to construct knowledge, make decisions, solve problems, and create new ideas.

	Exceeds the Expectation	Meets the Expectation	Approaches the Expectation	Does not meet the Expectation
Access Of Information	Locates a variety of quality information resources	Locates appropriate information resources	Locates information resources limited in range or quality	Does not locate relevant information resources
Selection Of Information	Selects a sophisticated variety of primary and secondary sources	Selects varied and relevant sources	Selects a limited range of relevant sources	Selects minimal and/or irrelevant sources
Source Evaluation <i>Accuracy</i> <i>Reliability</i>	<ul style="list-style-type: none"> Compares multiple sources to determine accuracy Determines precise impact of author and context on source’s meaning/reliability 	<ul style="list-style-type: none"> Recognizes different, inaccurate, or misleading information Considers impact of author and context on source’s meaning/ reliability 	<ul style="list-style-type: none"> Recognizes some different, inaccurate, or misleading information Identifies author and context but misinterprets impact OR is too willing to accept sources at face value 	<ul style="list-style-type: none"> Does not consider differences between sources Does not identify author and context; fails to distinguish fact from opinion
Ethical Use Of Information <i>Authentic Work</i> <i>Citation</i>	<ul style="list-style-type: none"> Produces authentic work Properly cites all sources in appropriate format 	<ul style="list-style-type: none"> Produces authentic work, distinguishing between own words/ideas and others Appropriately cites sources with adequate accuracy of format 	<ul style="list-style-type: none"> Relies too heavily on others’ words/ ideas Makes only minimal attempt at citation or uses inaccurate format 	<ul style="list-style-type: none"> Presents words/ideas of others as own (plagiarizes) Fails to cite sources
Creativity/ Innovation <i>New Ideas & Products</i> <i>Revision Of Work</i>	<ul style="list-style-type: none"> Constructs powerful new ideas/ creates an original product with real world application Constantly revises and improves work; views mistakes as opportunity to learn 	<ul style="list-style-type: none"> Constructs new ideas/ creates an original product Revises work and understands that learning involves a process of trial and error 	<ul style="list-style-type: none"> Attempts to construct new ideas/ create an original product Makes a limited attempt to revise work and learn from mistakes 	<ul style="list-style-type: none"> Does not attempt to construct new ideas/ create an original product Is not willing to revise work or learn from mistakes

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Technology Information Network/Storage Systems <i>Digital Tools Adaptability To Change</i>	<ul style="list-style-type: none"> • Navigates systems with ease • Uses digital tools in powerful and new ways • Welcomes change 	<ul style="list-style-type: none"> • Navigates information, network, and storage systems • Uses digital tools effectively • Adapts to change 	<ul style="list-style-type: none"> • Navigates systems with frequent assistance • Makes limited use of digital tools • Prefers not to change 	<ul style="list-style-type: none"> • Cannot navigate systems without assistance • Does not use digital tools appropriately or effectively • Resists change
Problem Solving <i>Understanding Of Concepts/Steps</i>	<ul style="list-style-type: none"> • Shows complete understanding of concepts used to solve the problem(s). • Shows all necessary steps used to solve the problem(s). 	<ul style="list-style-type: none"> • Shows substantial understanding of concepts used to solve problem(s). • Shows most of the steps used to solve the problem(s). 	<ul style="list-style-type: none"> • Shows some understanding of the concepts needed to solve the problem(s). • Shows some of the steps used to solve the problem(s). 	<ul style="list-style-type: none"> • Shows very limited understanding of underlying concepts needed to solve the problem(s). • Does not show the steps used to solve the problem(s).

3. Students will use collaboration skills effectively in a variety of settings.

	Exceeds the Expectation	Meets the Expectation	Approaches the Expectation	Does not meet the Expectation
Focus <i>Motivation Work ethic</i>	<ul style="list-style-type: none"> • Is intrinsically motivated to solve problems and reach goals • Displays an exceptional work ethic 	<ul style="list-style-type: none"> • Plans and uses time wisely • Displays a good work ethic 	<ul style="list-style-type: none"> • Usually stays on task, but needs to be prompted at times • Displays an inconsistent work ethic 	<ul style="list-style-type: none"> • Consistently requires redirection to remain focused • Displays a weak work ethic
Participation <i>Listening Communicating Questioning</i>	<ul style="list-style-type: none"> • Actively listens to others • Gives perceptive feedback and makes relevant suggestions • Asks thoughtful questions 	<ul style="list-style-type: none"> • Listens to others • Gives appropriate feedback and offers ideas • Asks relevant questions 	<ul style="list-style-type: none"> • Listens passively and gives limited feedback • Will offer ideas if asked, but not otherwise • Asks minimal questions 	<ul style="list-style-type: none"> • Engages in side conversations and is distracted • Seldom takes part in the discussion • Fails to ask questions
Individual responsibility <i>Fulfills group role Dependability</i>	<ul style="list-style-type: none"> • Performs group role insightfully and enhances group product • Shows insight and creativity that enhance the group process (without being dominating) 	<ul style="list-style-type: none"> • Performs group role effectively and helps in achieving group product • Is dependable and cooperative during group process 	<ul style="list-style-type: none"> • Performs group role, but contribution to the group product is limited • At times inhibits the group process/ or dominates group discussion 	<ul style="list-style-type: none"> • Rejects opportunities to perform assigned roles and does not contribute to group product • Disturbs group process
Digital Collaboration	Uses digital communication tools skillfully and appropriately	Uses digital communication tools appropriately	May use digital communication tools, but not always appropriately or successfully	Has difficulty using digital communication tools, even with support

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Reasoning	Uses complex and refined vocabulary and reasoning in explaining solution.	Uses effective vocabulary and reasoning in explaining solution.	Presents some evidence of vocabulary and reasoning in explaining solution.	Presents little evidence of reasoning or has no explanation of solution.
Accuracy	90% of the steps and/or solutions have no errors	Almost all, 85%-89%, of the steps and/or solutions have no errors.	Most, 75-84%, of the steps and/or solution(s) have no errors	Less than 75% of the steps and/or solution(s) have no errors
Organization	Presents work in a neat and organized fashion that is easy to read.	Presents work in a neat and organized fashion that is usually easy to read.	Presents work in a neat and organized fashion but may be hard to read.	Presents work in a sloppy and unorganized way.

4. Students will write with clarity, purpose and understanding of audience.

	Exceeds the Expectation	Meets the Expectation	Approaches the Expectation	Does not meet the Expectation
Purpose <i>Purpose (Intent)</i> <i>Thesis (Main Idea)</i> <i>Focus</i>	<ul style="list-style-type: none"> Shows an in-depth understanding of the assignment Establishes a clear, insightful, and original/thought-provoking thesis Maintains exceptional focus 	<ul style="list-style-type: none"> Shows understanding of the assignment Establishes a clear and insightful thesis Maintains consistent focus 	<ul style="list-style-type: none"> Shows partial understanding of the assignment Attempts a thesis, but it is unclear or too basic and may not emerge until late in paper Loses focus occasionally 	<ul style="list-style-type: none"> Is unclear, inconsistent, or does not match the assignment Has no thesis Does not maintain focus
Content Development <i>Topics (Categories Of Evidence)</i> <i>Evidence Analysis</i>	<ul style="list-style-type: none"> Selects key topics that support thesis clearly and effectively Develops topics fully with detailed reasons, facts, examples Offers in-depth, skillful analysis 	<ul style="list-style-type: none"> Selects topics that support thesis adequately Develops topics with detailed reasons, facts, examples Offers analysis consistent with critical thinking 	<ul style="list-style-type: none"> Selects a limited number of topics or ones that are not the most effective Attempts to develop topics but lacks relevant details Offers only some analysis or has lapses in critical thinking 	<ul style="list-style-type: none"> Is missing key topics; may have topics that do not support thesis Does not develop topics with reasons, facts, examples Makes no attempt to go beyond the obvious
Background <i>(Ensuring A General Reader's Understanding)</i>	Provides illuminating background information/definitions	Provides audience with necessary background information/definitions	Provides a limited amount of background information/ definitions	Does not provide necessary background info/definitions
Organization <i>Structure & Intro/Conclusion</i> <i>Transitions</i>	<ul style="list-style-type: none"> Structures content to enhance meaning from engaging intro to profound conclusion Connects ideas smoothly and eloquently 	<ul style="list-style-type: none"> Structures content logically from a clear introduction to a satisfying conclusion Connects ideas logically 	<ul style="list-style-type: none"> Provides some structure including a partially developed introduction/ conclusion Connects ideas inconsistently/ unclearly/ awkwardly 	<ul style="list-style-type: none"> Does not provide enough logical structure for meaning; introduction/ conclusion lacking key elements Does not connect ideas

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Style <i>Voice</i> <i>Word Choice</i> <i>Sentence</i> <i>Fluency</i>	<ul style="list-style-type: none"> • Has compelling voice recognizing audience and enhancing message • Uses rich, precise language • Varies sentence beginnings, structure, and length to enhance meaning and sound 	<ul style="list-style-type: none"> • Shows some recognition of audience and uses appropriate tone • Uses accurate, concise language • Sometimes varies sentence beginnings, structure, and length 	<ul style="list-style-type: none"> • Does not consider audience, but conveys information acceptably • Uses general, sometimes inaccurate language; may be too wordy • Rarely varies sentence patterns 	<ul style="list-style-type: none"> • Does not consider audience; may use inappropriate tone or one that interferes with message • Uses general, sometimes repetitious, or inaccurate language • Does not vary sentence patterns
Conventions <i>Spelling &</i> <i>Grammar</i> <i>Formatting</i>	<ul style="list-style-type: none"> • Produces essentially error-free work • Follows all requirements; format enhances meaning 	<ul style="list-style-type: none"> • Produces work with a few minor errors, but not enough to interfere with meaning • Uses appropriate format 	<ul style="list-style-type: none"> • Makes some errors that interfere with meaning • Uses mostly appropriate format 	<ul style="list-style-type: none"> • Makes numerous errors that interfere with meaning • Does not use appropriate format

5. Students will present with clarity, purpose and understanding of audience.

	Exceeds the Expectation	Meets the Expectation	Approaches the Expectation	Does not meet the Expectation
Eye Contact	Maintains eye contact and captures attention of individuals within an audience	Makes frequent eye contact with the audience	Makes occasional eye contact with the audience	Does not make eye contact, possibly just reads to audience
Voice Clarity <i>Volume</i> <i>Inflection</i>	<ul style="list-style-type: none"> • Delivers with entirely clear speech • Is always audible • Uses inflection to clarify meaning and emphasize key points 	<ul style="list-style-type: none"> • Speaks in a clear voice • Is audible • Uses inflection to clarify meaning and emphasize key points 	<ul style="list-style-type: none"> • Mumbles enough to interfere with audience's focus on meaning • Is sometimes audible • Occasionally uses inflection to clarify a point 	<ul style="list-style-type: none"> • Mumbles so audience loses meaning • Is very difficult to hear • Simply reads from notes or script/ speaks in monotone
Pace	Varies pace to match the point; delivers in a smooth manner	Adjusts pace to emphasize or clarify some points	Varies pace only somewhat; may speak too quickly, occasionally hesitates and uses distracting phrase	Does not vary pace; speaks too quickly or delivery may be broken by long pauses, repeated/distracting phrases ("um", "ah", etc.)
Poise	Moves body to hold attention and/or to emphasize a point	Uses occasional gestures to explain and /or clarify	Exhibits good posture and body is relaxed	Displays some distracting movements (fidgeting, shaking, swaying, etc.)
Dress	Dresses professionally	Dresses with an awareness of the occasion	Dresses neatly	Dresses unsuitably

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Visual/ Digital Aids	Makes excellent use of visual/digital aids to enhance presentation	Uses visual/digital aids to enhance presentation	Incorporates visual/digital aids to somewhat improve presentation	Does not use any visual/digital aids or the aids do not increase understanding of content
Knowing your audience <i>Style</i> <i>Background</i>	<ul style="list-style-type: none"> ● Engages audience through compelling tone and thoughtful and creative use of language ● Provides audience with illuminating background information/ definitions 	<ul style="list-style-type: none"> ● Recognizes audience through appropriate tone and effective use of language ● Provides audience with necessary background information/ definitions 	<ul style="list-style-type: none"> ● Does not consider audience, but conveys some information ● Provides audience with a limited amount of background information/ definitions 	<ul style="list-style-type: none"> ● Does not consider audience; may use inappropriate tone or language interfering with message ● Does not provide audience necessary background information/definition s

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STUDENT RESOURCES AND REFERRALS

Additional information is available in the Alcohol/Drug Awareness Resources Guide. Guides may be found in the public library and in the office of the school nurse, guidance department and all main school offices.

Support Groups

Plymouth Dept. of Social Services	(508) 732-6200
Pregnancy Help	(617) 782-5151
Alcoholics Anonymous	(508) 746-5611
Eating Disorders Clinic	(508) 830-1234
Overeaters Anonymous	(617) 641-2302
ALANON-ALATEEN	(781) 843-5300
South Shore Women's Center	(508) 746-2664
Women's Place Crisis Center (Domestic Violence and Rape Center)	(508) 588-2041
Head Start Teen Parent Program	(508) 746-0333
South Shore Alliance of Gay/Lesbian Youth	(781) 659-2067

Counseling

Good Grief Program, Judge Baker Center	(617) 232-8390
South Shore Women's Center	(508) 746-2664

Medical Emergencies and Evaluation

Pembroke Hospital	(781) 826-8161
Jordan Hospital	(508) 746-2000
South Shore Hospital	(781) 340-8000
HIV Testing – Adolescents	(800) 696-2437
South Shore Family Planning	(508) 746-8353
Children's Hospital Eating Disorder Clinic	(617) 355-7178
Cancer Information	(800) 422-6237

Hotlines

Abuse/Neglect Hotline	(800) 792-5200
Youth only AIDS	(800) 788-1234
STD Hotline	(800) 227-8922
Gay and Lesbian Hotline (4 – 11 p.m.)	(617) 267-9001
Drug Abuse Information/Referral	(617) 727-1960
Suicide Prevention (Samaritans)	(508) 759-2828 Or dial 988
Violence (South Shore Women's Center)	(508) 746-2664
Dating Violence (Youth)	(617) 773-HURT
Rape Crisis (Plymouth County)	(508) 588-TALK
Run-a-Way (National Hotline)	(800) 231-6946
Alcohol/Cocaine Hotline	(508) 775-7080