

**Wachusett Regional School District
Chocksett Middle School
School Improvement Plan
2011-2012**

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Chocksett Middle School - School Council 2011-2012

Margaret Morgan	Principal and Co-Chair
Kristen Cormier	Parent and Co-Chair
Rachel Grabek	Teacher
Lisa Grondin	Teacher
Susan Kelley	Teacher
Melinda Pare	Teacher
Nancy Dipilla	Parent
Toby O'Reilly	Parent
Sue Quinn	Parent
Joseph Sova	School Committee Representative

Chocksett Middle School Vision & Mission Statement

Chocksett Middle School believes that all educational and school related decisions should be based upon the divergent needs and uniqueness of the early adolescent. Through a climate of respect, we must provide our students with learning opportunities that meet each student's varied physical, social and intellectual needs that maximize his or her potential. We believe that our curricula must go beyond the traditional academic offerings. Through sound educational practices and the utilization of emerging technologies, we can prepare our students for the challenges that will be theirs in the future.

1. *We believe in:*

- Helping students develop and improve their critical and creative thinking skills.
- Helping students understand the principles and responsibilities of a democratic society.
- Helping students understand and successfully cope with the mental, physical, emotional and social changes they experience as early adolescents.
- Developing a student's sense of self-discipline, self-respect, self-reliance and personal responsibility.

2. *We believe:*

- Each student is capable of learning and should be held to high expectations
- Students must be actively engaged in their own learning.
- Our curricula should be integrated.
- Our instructional and assessment strategies must be diverse and emphasize active learning.

Chocksett Middle School CORE Values

RESPECT and RESPONSIBILITY

Theme I: School Culture and Climate	
Goal #1	Unify the community around the vision, mission, core values, and goals.
Goal #2	Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.
Goal #3	Strengthen partnerships among staff, students, parents, and community members that support teaching and learning.
Theme II: Curriculum, Instruction, and Assessment	
Goal #4	Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.
Goal #5	Develop programs to increase equitable educational opportunities to all students in the District.
Goal #6	Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.
Theme III: Student Support Services: The Whole Child	
Goal #7	Enhance the District's capacity to identify and respond to students at risk.
Goal #8	Promote/provide programs and practices that enhance the social/emotional well being of all students.
Theme IV: Personnel and Professional Development	
Goal #9	Create more opportunities for collaboration and mentoring.
Goal #10	Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.
Goal #11	Develop recruitment approaches that maximize the District's ability to recruit high quality staff.
Theme V: Instructional Support and Facilities	
Goal #12	Develop a long-term plan for the renovation and maintenance of school facilities.
Goal #13	Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration.
Theme VI: Community Relations and Communications	
Goal #14	Work cooperatively with town governments to improve communication and mutual understanding.
Goal #15	Increase accessibility of school facilities and programs to residents and communities.
Theme VII: Organizational Leadership and Management	
Goal #16	Maintain a continuing self-review of productivity, roles and operations by the school administration and the School Committee.
Goal #17	Identify/promote succession planning at all administrative levels.
Goal #18	Improve communication with staff, students, parents and the community.
Theme VIII: Educational Funding	
Goal #19	Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals.
Goal #20	Secure funding and resources to support programs and planning efforts.

Status Report on 2010-2011 Goals

Theme I: SCHOOL CULTURE AND CLIMATE

Goal I: Unify the community around the vision, mission, core values and goals.

- Grade level assemblies were held in September and throughout the school year to ensure students awareness of Chocksett Middle School's mission and core values. Additionally, homeroom teachers took time during the first two weeks of school to review with students the school's handbook and discuss the mission and core values.
- The Core Values have been posted in all classrooms and common areas throughout the building.
- The Core values have been embedded in school practices and classroom instruction.
- The School Improvement Plan has been posted on the school website. Hard copies are available in the school office.

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

- Chocksett administration met with each grade in the Chocksett Theater the first week of school. This presentation focused on the school's core values and expectations regarding behavior. Homeroom teachers also reviewed the handbook with their homeroom classes.
- Chocksett School Psychologist implemented student programming, specifically designed to teach students how to resolve issues of bullying and harassment.
- An Internet/Cyberspace Safety programs have been scheduled with MARC for Grades 5-8 to be presented in April.
- Student Council/Class Officers have attended a leadership conference to assist them in being active and effective student leaders.
- WRHS students, with Ms. Knowles, plan to work directly with our grade 7 and 8 grade students regarding bullying prevention and intervention.
- Administration from Houghton/Chocksett schools met with school bus drivers and their supervisor before school began in September to review the District's bus discipline code and the form associated with the policy. Teachers reviewed the bus discipline policy with their homeroom students.
- School Discipline procedures have been diligently followed with regards to school rules; especially in regards to bullying and harassment.

Theme 2: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

- The Chocksett staff has discussed the implications of our MCAS and Growth Model results for instructional changes/adjustments and implementation. All staff members have participated in professional development on strategies for answering Open Response questions. ISSPs have been developed for identified students in need.
- Academic Enrichment time continued during the school day. It offered time for academic support and enrichment as well as String ensemble, and Chorus practice.
- Title 1 math program has been implemented for grade 5 and 6 students.
- Fifth grade teachers conducted Response to Intervention meetings throughout the school year addressing student's learning needs by providing accommodations, interventions and documenting the student's response to these interventions.
- Work continues in regards to our "literacy program"; including attention to increasing literacy /reading skills across all disciplines.
- Professional staff development regarding differentiated instruction and assessment has been ongoing throughout the school year.

Theme III STUDENT SUPPORT SERVICES: THE WHOLE CHILD

Goal 7: Enhance the District's capacity to identify and respond to students at risk.

- Chocksett special education staff and building administrator conducted SET, School Evaluation Team meetings, each week. At these meetings staff met and discussed student concerns, appropriate programs and practices available to these students, and the resources and staffing implications of IEP requirements.
- Chocksett special education teacher for the Transition Classroom, a building administrator, and Central Office staff met bi-weekly to address the needs of the students in this District-wide program housed at Chocksett.
- Fifth grade teachers conducted Response to Intervention, RTI, meetings throughout the school year addressing student's learning needs by providing accommodations, interventions and documenting the student's response to these interventions.
- Chocksett school psychologist and speech therapist conducted social skills groups for students with language based learning needs and for students deemed to be "at risk."
- The Nutri-Kid lunch payment and monitoring system should be implemented in March 2011.

Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

Goal 12: Develop a long-term plan for the renovation and maintenance of school facilities.

- Grade 8 student desks and chairs have been replaced.
- Grade 5 student chairs have been replaced.
- Full-time day custodian is assigned to Chocksett.
- Front entrance drainage installed.

Goal 13: Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration.

- Wireless internet accessibility has increased within the facility.
- Two additional instructional projectors have been purchased.
- Long-Term Plan in place to replace both instructional and student computers and to provide students with technology instruction.

Theme VIII: EDUCATIONAL FUNDING

Goal 19: Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals.

- Throughout the school year, the Chocksett administration, teachers and custodial staff worked to implement the Energy Management Protocol.
- A District report noted the amount of energy saved at Houghton/Chocksett over the past year. This was not only significant it also translated into a cost saving for the District.
- Removal of the School Pay Phone has had a yearly savings of \$1000.00
- Implemented paperless progress reporting for grades 6-8. All parents have Parent Access information and passwords. Ongoing training and hard copies of student progress have been available upon request.

Theme 1: SCHOOL CULTURE and CLIMATE

Goal 1: Unify the community around the vision, mission, core values and goals.

Success Measures	Responsible Parties
The mission and core values of our school are understood, internalized and demonstrated by all members of our school community.	School Administration & Staff

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Grade level assemblies are held throughout the school year to ensure student and staff awareness of our school’s vision, mission and core values.	School Administration & Staff	Students’ behaviors will indicate understanding of core values, etc.	
Mission and Core Values are embedded in school practices and classroom instruction.	School Administrators & Staff		
Student Council run activities that support Core Values	School Administrators & Staff – Student Leaders	Activities implemented that enhance and support core values	

Theme I: SCHOOL CULTURE and CLIMATE

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

<p>Success Measures</p> <p>School climate reflects a safe environment where students demonstrate appropriate behavior; reflecting respect for themselves and others.</p>	<p>Responsible Parties</p> <p>School Administrators</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Ongoing development and implementation of student programming that supports diversity so that all members of the school community feel safe and welcomed; i.e. anti-bullying, Internet Safety,</p>	<p>School Administration and Staff</p>	<p>Student programming planned and implemented that support understanding and empathy of our differences.</p> <p>Decrease in disrespectful interpersonal infractions as measured by the number of reported incidents and results of school survey.</p>	
<p>Student Council members trained in prevention and intervention strategies</p>	<p>School Administration and Staff</p>	<p>Student Council members' behaviors serve as a role model for all students</p>	

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

<p>Success Measures</p> <p>Implementation of differentiated instruction practices that address the educational needs of high achieving students.</p>	<p>Responsible Parties</p> <p>School Administration & Staff</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Development of an identifying process for the high achieving students in each academic discipline.</p>	<p>District Personnel School Administration & Staff</p>	<p>Consistent and structured process that identifies high achieving students in each academic discipline.</p>	
<p>Differentiated Instruction in all academic disciplines that specifically target the high achieving students.</p>	<p>District Personnel School Administration & Staff</p>	<p>High achieving students are the recipients of appropriate differentiated instruction that addresses their educational needs.</p>	
<p>Staff professional development regarding differentiating instruction/curriculum for the high achieving student.</p>	<p>School Administration</p>	<p>Professional development has been provided.</p>	

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

Goal 7: Enhance the District’s capacity to identify and respond to students at risk.

Success Measures	Responsible Parties
<p>The needs of at-risk students are met; academic and social-emotional.</p> <p>Staff members have been properly trained regarding the identification, referral process and appropriate interventions for the at risk student.</p>	<p>School Administration & Staff</p> <p>School Administration</p>

Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>RTI and Student Evaluation Teams meet regularly to address the needs of the at-risk students.</p> <p>Formalized RTI and Student Evaluation Teams in grades 6-8</p> <p>Professional development opportunities of staff regarding the identification, referral process and appropriate interventions for the at risk student.</p>	<p>School Administration & Team Chairs</p> <p>School Administration</p> <p>School Administration</p>	<p>Meetings held with appropriate documentation maintained.</p> <p>Academic Progress of the at risk student.</p> <p>Professional development has occurred. Staff behaviors demonstrate understanding and compliance.</p>	

Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

Goal 12: Develop a long-term plan for the renovation and maintenance of school facilities.

Success Measures	Responsible Parties
Develop and implement a yearly maintenance plan to ensure the safety and cleanliness of the Chocksett School building and grounds.	District Personnel School Administration Head Custodian
Head Custodian position is established whose sole responsibility is the Chocksett school facility.	District Personnel School Administration Head Custodian
	District Administration

Action Statements			
Action	Person Responsible	Indicator of Success	Status
A maintenance plan for the Chocksett facility is developed and implemented.	School Administration Custodial Staff	The Chocksett facility is <u>well maintained</u> .	
School Administration will “lobby” for a Chocksett Head Custodial position.	School Administration	Chocksett Head Custodian position has been approved and “filled”.	

Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

Goal 13: Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration.

Success Measures	Responsible Parties
Technology will be upgraded to enhance student learning.	District Personnel and School Administration
An Instructional Technology teaching position will be created and staffed.	District Personnel and School Administration

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Create position and hire an Instructional Technology Teacher	District Personnel & School Administration	Instructional Technology teacher hired for Chocksett	
Lap-top computers purchased for all teachers.	District Personnel & School Administration	Computers purchased and in use.	
Upgrade Computer Lab.	District Personnel & School Administration	Computers purchased and in use.	
Upgrade Classroom Computers.	District Personnel & School Administration	Computers purchased and in use.	
Implement Wireless capabilities throughout the facility	District Personnel & School Administration	Hardware purchased and in use.	

Theme VIII: EDUCATIONAL FUNDING

Goal 20: Secure funding and resources to support programs and planning efforts.

Success Measures	Responsible Parties
Secure outside funding and resources.	School Administration/School Council/PTO

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Create a Sub-Committee of the School Council/PTO to investigate and apply for outside funding/resources opportunities	School Administration/School Council/PTO	Funding/resources received.	

Class Size and Student Ratio

Chocksett Middle School is home to approximately 420 students in grades five through eight. At the time of this document, for the 2010-2011 year the population of each grade was as follows:

Grade	Students	Faculty	Average Class Size
5	96	4	24
6	115	5	23
7	105	5	21
8	104	5	21

Above class numbers does not include the District-wide Transition Program that has one (1) teacher and nine (9) students.

Special Education Teachers	3
Title 1 Teacher	1
Instructional Aides:	9
ABA	1
Library Aide:	1
Related Arts Teachers:	4 full time
Art	
Music	
Technology Education	
Physical Education/Health	
Strings	.2 position
Band	.5 position

Time on Learning

Middle schools in Massachusetts are responsible to be in session for 900 hours during the academic year. Chocksett Middle School exceeds this amount.

Chocksett Middle School Safety Plan

Chocksett Middle School promotes safety for students and staff in the following manner:

- All Wachusett Regional School District policies pertaining to safety are enforced.
- All exterior doors, with the exception of the main entrance, are locked during regular school hours. (Entrance is through the main office.)
- Signs are posted at the main entrance and other exterior doors instructing visitors to report to the Chocksett Main Office.
- All guest, contractors, itinerant service providers, visitors and volunteers must sign in at the main office and wear a badge while in the building.
- WRSC Personnel Office performs CORI checks on all volunteers. Volunteers may not be in building unless they have passed a CORI check.
- Students are dismissed to parents or guardians. They will not be dismissed to anyone not listed on the emergency card.
- School evacuation and lockdown drills are conducted as required by state and evacuation routes are posted in all rooms.
- Crisis protocol procedures are practiced. Crisis team meets to review policies.
- Classroom teachers monitor attendance. When parents have not called the school to report a child's absence, the school nurse will call the parent to verify a child's absence.
- Staff is on duty at 8:15 AM from morning arrival of students. Teachers have a duty rotation that requires them to supervise students in the morning. Teachers are expected to step into the hallway to supervise students as they pass from class to class. Teachers also supervise the dismissal at the end of the day. Principal and/or Assistant Principal and teachers supervise dismissal of buses, cars and walkers.
- School bus behavior is clearly defined and enforced.
- Sterling Police Department has worked closely with Chocksett administration to address safety at the school. Discussed how to handle "shelter in place" if there is a critical incident.
- Administration, nurse, office staff and physical education teachers all have walkie-talkies to communicate with each other during the school day.
- Emergency procedures are kept in substitute teacher folders.

STUDENT MANAGEMENT – DISCIPLINE (to be updated for the 11-12 handbook)

It is the aim of Chocksett Middle School to make our students life-long learners, who are appreciative of their heritage, and equipped with the skills and positive self-esteem needed to ultimately become responsible, contributing members of society. To provide an appropriate academic and social environment, certain basic codes of conduct are necessary. That environment can only remain strong, however, if we maintain order and proper decorum in our school. All students are expected to show respect and concern for the rights and property of others. We at Chocksett have clear behavioral expectations for everyone. Students are reminded that all staff members are empowered to enforce all school rules and regulations. The principal and his/her designees will be responsible for administering behavior and discipline procedures at the school.

To that end, the Wachusett Regional School District requires each school to establish and publish a Student Discipline Code (WRSDC Policy 6400), while fostering a safe, nurturing educational environment (WRSDC Policy 6436).

CONSEQUENCES FOR VIOLATIONS OF SCHOOL RULES

DETENTION: Detention will be held Monday through Thursday from 3:00 to 4:00 PM. Detention may be assigned by the administration or by a teacher. The student will be given 24 hours notice, or the parent will be notified before having to serve a detention. Students who fail to serve an assigned detention will receive two detentions for their first miss. Failure to serve another assigned detention could result in suspension.

Students who consistently receive detentions may receive an in-school suspension after three detentions in a semester. Further disciplinary action may be necessary for chronic offenders.

SCHOOL SERVICE: Some students who violate school policies may be assigned to perform school service in place of other penalties. Such service may include projects that assist in the operation of the school community.

BEHAVIOR CONTRACTS: In order to address inappropriate behaviors on the part of individual students, some students and their parents will be required to sign contracts outlining specific behaviors expected of students and the consequences that will follow if these behavior expectations are not met.

IN-SCHOOL SUSPENSION: If a student receives an in-school suspension, he/she is required to report to school. The student is then placed in a supervised study area for the day and is required to work on a series of school assignments. Parents will be notified.

SUSPENSION: In certain circumstances, it may become necessary to suspend a student from attending school. These instances involve serious disruptions to the school community, or when other forms of discipline do not appear to be effective. Being suspended from school means that a student must remain off school property during the period of suspension and can not attend or participate in any school-related activities. Written notification of the charges will be given to the student and his/her parents. The student and his/her parent(s) may have the opportunity for a hearing with the principal within three days. Following a suspension from school, there may be circumstances where a parent/guardian would be required to bring the student to school on the day of the student's scheduled reentry. The student will be allowed to make up any work missed during the period of suspension.

JUVENILE COURTS: The school administration will use the court system to work with students who are habitual school offenders or who have excessive absences from school.

POLICE ACTION: For any violations of Massachusetts State Laws, police may be notified.

EXCLUSION/EXPULSION: These can be used as a disciplinary measure in extreme and chronic behavioral situations. This may include situations such as possession/use of weapons, assault, sale or use of an illegal substance, or other serious offenses.

CORPORAL PUNISHMENT: Shall be prohibited.

The following are major violations of school norms and are unacceptable:

1. **Gross Disrespect & Insubordination:** First offense ~ parent notification, immediate suspension from school. Subsequent offenses ~ increased suspension from school.
2. **Controlled Substances (Drugs) and/or Alcohol:** Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of drugs, drug paraphernalia or alcohol will be suspended up to ten days and may be subject to expulsion. Students with substance abuse problems will be encouraged to enroll in an appropriate substance abuse program. (WRSDC Pol. 6433)

The Wachusett Regional School District prohibits the use of alcohol, illegal substances, and the improper use of harmful substances. The possession, use, transmittal, serving, or consumption of any alcoholic beverage, illegal/harmful substance on school property, and/or at any school-sponsored activity is prohibited. Violations of this policy shall result in appropriate action as set forth in the Student Discipline Code. Further, any student may be barred from a school-sponsored activity if there is reason to believe he/she has been drinking alcoholic beverages or using illegal substances prior to his/her attendance at or participation in said school-sponsored activity. Students may be required to submit to a Breathalyzer test prior to participation in school-sponsored events. Any staff member with knowledge of alcohol or harmful drug use or the carrying of harmful substances on school grounds or at school-related events shall notify the principal or the superintendent and the appropriate legal authorities.

The District shall provide full cooperation with legal authorities

3. **Weapons:** 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, will be suspended up to ten days and may be subject to expulsion. (WRSDC Policy 6435)

The Wachusett Regional School District shall prohibit possession and/or use of any kind of weapon; weapons will not be tolerated on school premises or at school-related or school-sponsored activities and events. For the purpose of this policy, “weapon” includes, but is not limited to, firearms, knives, or any other devices, or objects used to inflict or to threaten bodily harm.

1. Any weapon found in a locker or other storage space which is assigned to a student and which has a lock or other security device may be considered to be the property of the student assigned to the locker or other storage space for the purpose of disciplinary action under the Student Discipline Code. Any student found to be in possession of a weapon on school premises or at a school-sponsored event may be subject to expulsion from school by the principal.
2. Violations of this policy may lead to expulsion under the provisions of Massachusetts General Law Chapter 71 Section 37H. Procedures for enforcement shall be contained in the Student Discipline Code.
3. In addition to the school discipline indicated in the Student Discipline Code, provided in paragraph B., appropriate criminal action shall be undertaken in accordance with the provisions of Massachusetts General Law Chapter 269, Section 10.
4. The weapons policy and regulations shall be implemented in accordance with the due process provisions of the Massachusetts General Laws and the Code of Massachusetts Regulations of the Department of Education, and the Student Discipline code.

4. **Inappropriate, Vulgar Language and Gestures:** First offense ~ parent notification, in-school suspension. Subsequent offenses - suspension from school. This includes references to race, sexuality, etc. (see harassment policy – WRSDC Policy 6437A).

5. **Harassment, Bullying, Discrimination, and Hate Crimes:** All forms of harassment, bullying, discrimination and hate crimes related or unrelated to race, color, National origin, ethnicity, religion, sex, sexual orientation, age, or disability is prohibited. (WRSDC Policy 6437A)

Harassment is oral, written, graphic, electronic, or physical conduct on school property or at school-related activities relating to an individual’s actual or perceived race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the district’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational or work or educational environment. A single incident may, depending upon its severity, create a hostile environment.

Bullying is defined as a form of aggression involving a power imbalance between the bully and the victim, where the bully has perceived or actual physical, social and/or psychological power over his/her target(s). Although bullying generally involves a pattern of conduct directed at a victim, depending on the severity of the incident, a single instance of such misconduct may constitute a violation of the District policy.

Depending on the severity of the harassment or bullying, these steps will be taken:

- A written and verbal reporting of the incident will be given to the principal or assistant principal by the student who has been allegedly harassed or bullied.
- The student alleged to have committed the act of harassment or bullying will be verbally informed of the report of the incident and asked to give his/her verbal account of the incident. A written report of his/her account may also be kept. The student who was allegedly harassed or bullied may be present during this interview, as appropriate or desired by the school administration.
- Parents of both students will be notified. The school psychologist, working with the student, may also be notified of the incident and its consequences verbally and/or in writing.
- If the accused student is found to be responsible for the act of harassment or bullying, the consequences of the initial incident will be either in school or out-of-school suspension for no more than ten (10) days. A behavioral contract may be written upon the student’s return to school. Parents will be informed of the contract’s content.
- Repeated acts of harassment will result in suspension or exclusion pending hearing. (WRSDC Policy 6434)

6. **Sexual Harassment:** Sexual harassment is, by law, illegal. Sexual harassment is defined as unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment may include the following types of activities, but is not limited to these examples: touching (arm, breast, buttock, shoulders, etc.), massaging the neck or shoulders, verbal comments (about parts of the body, what type of sex the victim would “be good at,” clothing, looks, etc.), name calling (from “honey” to “bitch” and worse), starting and repeating sexual

rumors, leers and stares, sexual or “dirty” jokes, using the computer to leave sexual messages or graffiti, or to play sexually offensive games, gestures, pressure for sexual activity, cornering, blocking, standing too close, conversations that are too personal, “rating” an individual (from 1 to 10 for example), obscene T-shirts, hats or pins, graffiti, facial expressions (winking, making kissing sounds or smacking sounds, licking the lips suggestively), howling, cat calls, whistles, repeatedly asking someone out when he/she is not interested, “slam books” (lists of students’ names with derogatory sexual comments written about them by other students), touching oneself sexually in front of others, sexual assault or attempted sexual assault.

If one knows that someone has been sexually harassed or someone is sexually harassing you, you should file a complaint using the following steps:

- Speak to or send a note to any faculty member in the school that you trust (the nurse, school psychologist, teacher, principal, assistant principal, etc.) You can also speak to your parents and have them contact a school administrator. Remember, the complaint procedure does not begin until a complaint is received.
- Within two school days of receipt of the verbal complaint, the principal and your parent/guardian will be notified of the complaint.
- If you have not, or do not want to put the complaint in writing, the person you speak to will. This should be done within two days after you have talked to that person. A copy of the complaint will be reviewed with you and your parent/guardian to ensure accuracy before it is shared with the subject of the complaint.
- The principal and/or an assistant principal will speak with you to get more information; then will speak to the person (the “respondent”) who is alleged to have sexually harassed you to get more information.
- If the principal and/or assistant principal feels that the complaint can be resolved without a formal investigation, he/she may use the informal procedure, which simply is an attempt to resolve the situation. This will be completed within five (5) school days from the date that he/she receives the complaint. The parents/guardian will be notified.
- Resolution of the situation may or may not occur as a result of the informal procedure. If all parties involved in this informal procedure feel that a resolution has been achieved, this discussion will remain confidential and no further action will be taken. If any of the parties feel that resolution has not been achieved, a more formal procedure will be used. (see WRSDC Policy 6434)

Retaliation: No one may retaliate against you for filing a complaint. Further, no one may retaliate against any student, employee, or any other person because they provided information or helped in the investigation.

Considerations to remember: A man/boy, as well as a woman/girl, may be the victim of sexual harassment, and a woman/girl, as well as a man/boy, may be the harasser. The victim may be the same or opposite sex as the harasser. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person.

7. **Tobacco Products:** Chocksett Middle School is a **SMOKE-FREE** environment in compliance with Massachusetts General Laws. This includes school-sponsored events such as dances and athletic events. First offense – parent notification, in-school suspension. Subsequent offenses – suspension from school. (WRSDC Policy 5241.5A)

8. **Fighting:** First offense ~ parent notification, up to a 5-day suspension from school. Subsequent offenses ~ increased suspension from school. **Consequences will be given to both parties** who get physical in a fight regardless of who instigated the altercation.

9. **Stealing:** - First offense ~ parent notification, suspension from school of up to five days. Subsequent offenses ~ increased suspension from school.

10. **Damage To Property:** Students found damaging or defacing school property will be made to clean or replace damaged property. Parents will be contacted and, when necessary, billed for the damage and students could face up to five days suspension.

11. **Plagiarism, Cheating, & Forgery:** Plagiarism is a piece of writing or work that has been copied from someone else and is presented as being your own work. Such actions represent a serious breach of academic integrity and will result in a both an academic and behavioral consequence. First offense ~ Zero for the academic work and a one day in-school suspension. *Homework* or assessments *done at home* require that each student do *his/her own work* unless told specifically by the teacher (or in writing on the assignment) that he/she can work collaboratively. The forgery of signatures on someone else’s work or forging parents’ names on documents is dishonest and will be disciplined with an in-school suspension on the first offense and subsequent suspensions for further offenses.

12. **Distribution & Possession of Indecent Literature:** - First offense ~ parent notification, suspension from school. Subsequent offenses ~ increased suspension from school. This includes electronic messaging such as cell phones and emails that are indecent or threatening.

13. **Use of Electronic Music Players, Electronic Games, etc.:** Personal stereos/radios, CD/MP3 players, IPODS, hand-held video games should not be brought to school. Said devices can disrupt the educational process. Exceptions to the rule may be only when devices in question are used for classroom activities and/or when administrative approval is obtained. Any electronic devices confiscated are given to the principal for safe-keeping. A parent is the only one who can retrieve a confiscated device and only from the principal. First offense may also result in a detention, and subsequent offenses will be viewed as insubordination and will result in suspension(s) from school. **Laser pointers are NOT allowed** in school and will be confiscated. Such pointers can be used inappropriately and can lead to personal injury. Therefore, use of laser pointers will be considered a violation of the weapons policy.

14. **Inappropriate Personal Attire:** We take pride in the appearance of our students, and students are expected to dress and groom themselves neatly in attire suitable for each school day. The following are not acceptable school attire during school and school activities:

- Hats and cloth bandannas, spiked or studded bracelets, belts, or necklaces, "choker"-style necklaces, wallet chains, any chain worn as a belt or worn around the neck that may cause injury or do bodily harm.
- Any apparel which makes reference to drugs, alcohol, tobacco, sex, profanity, violence or apparel with offensive words or pictures are not considered appropriate school attire.
- Items that are distracting, revealing, or educationally disruptive including sunglasses, mesh, see-through clothing, bare midriffs, running shorts, "hot pants", tank tops, tube tops, spaghetti straps (2 inch strap width is a good rule of thumb), low rider slacks, muscle shirts, and short shorts or skirts (A good rule of thumb for shorts and skirts is that when the child extends his/her arm at his/her side, the shorts or skirt's hem should approximate the tips of the fingers). This rule applies regardless of whether the child is wearing leggings.
- Clothing or footwear that presents a safety hazard, such as in a time of evacuation, will be strictly prohibited. Shoes or sandals should have either a strap around the heel or a large strap across the instep; the child must be able to wear them safely. Flip-flops are not acceptable.
- Sleepwear such as slippers or pajama pants or tops.
- Baggy pants that hang below the waist line. Belts should be worn.
- Excessively long/baggy shirts.
- Jackets should not be worn in classes, including sweatshirts with a fur lining.

The Administration reserves the right to determine the appropriateness of clothing. Students who dress in a manner which is not appropriate to the school setting may have parents called and appropriate clothing brought to school before the student can rejoin the academic setting. Subsequent offenses will be viewed as insubordination and may result in suspensions from school.

15. **Gum Chewing:** Gum chewing is not allowed in school. Students chewing gum will receive a warning on the first offense. Subsequent offenses are viewed as insubordination and will result in detentions or suspension.

16. **Beverages in School:** Students are only allowed to have water in the classrooms at Chocksett. NO students are to have hot beverages and/or colored or sugary beverages with them in classes or the hallways. This includes hot or iced coffee, Gatorade, Fruit20, Vitamin Water, etc.

17. **Public Displays of Affection:** Chocksett's administration views school as a student's place of work and, in keeping with that view, any type of display of public affection is inappropriate. Students are not to display any type of public affection during the school day or at school-related activities. First offense ~ student(s) will receive a warning. Subsequent offenses are viewed as insubordination and will result in detentions or suspension.

18. **Skateboards:** Skateboards **are not** to be brought onto school grounds and, therefore, are not to be used on school property. Violation of this rule will result in the skateboard being confiscated.

19. **Cafeteria Rules:** The following cafeteria rules are enforced to keep a clean and attractive lunchroom:

1. All students should keep their area clean.
2. Empty all refuse from the tray into the proper container.
3. Pick up any paper or food around where you are eating.
4. Talk at a normal decibel.
5. All food and beverages are to be consumed in the cafeteria.
6. Students will not engage in any disruptive behavior such as popping bags, playing with food, or throwing food.

Violation of cafeteria rules will result in disciplinary action up to and including detentions and in-school suspension.

ELASTIC CLAUSE: The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may arise requiring actions that are not covered in this handbook.

Extracurricular and Enrichment Activities

Chocksett Middle School has many opportunities for extra-curricular activities for our students. These range from athletic programs to clubs and enrichment classes. Listed below is a sample of programs/activities that have been offered to our students:

Extra Curricular Activities/Clubs & Enrichment Activities

Yearbook	Student Council
Mathletes	Destination Imagination
Science Olympiad	Central District Music Festival
Art Club	School Chorus
Model U.N.	

Interscholastic Athletics

Soccer	Cheerleading
Field Hockey	Softball
Track & Field	Baseball
Basketball	

Intramural Athletics

Volleyball

Projected Facility Needs

Chocksett Middle School's building is ten years old. Ongoing maintenance in addition to the overall continued cleaning program includes:

1. Office area and classroom walls should be painted this summer. Grade 5/6 wing doors need to be repainted/resurfaced. These have been areas that have been neglected.
2. Continued maintenance, cleaning and inspection of boilers and heating/ventilation system.
3. Continuation of waxing and buffing of floors.
4. Cleaning of all carpeted areas.
5. Replacement of lights and ballasts as needed.
6. Repair of roof leaks.
7. Update plumbing in bathrooms.

Program Evaluation

Chocksett Middle School has an annual Parent Satisfaction Survey. The results of the survey have been reviewed and analyzed by the members of SIMCO. Recommended improvements to the programs and operations of Chocksett Middle School take into consideration the results of the parent survey.

Dissemination of School Improvement Plan

- Main School Office
- School Council Members
- School Web Site