

TEACHER HANDBOOK

2018-2019

**155 Farm Street
Dover, MA 02030**

Important Phone Numbers

Emergency contact to main office:	8001
School Voice Mail Phone Number:	508-785-8149
School Main Phone Number:	508-785-0635
Substitute Phone Number:	508-650-4642

ANNOUNCEMENTS OF SCHOOL CLOSINGS

Schools will be closed when extreme weather conditions exist in our towns. The school department depends on the weather forecast that is available in the early morning hours as well as the condition of roads and the ability of the bus contractors to pick up and deliver the children safely to the schools. The option of starting school one hour (or two hours) later than usual will continue to be used. If the Superintendent of Schools decides to start school one hour later, students may expect to be picked up at their regular bus stops one hour (or two hours) later than the usual pick-up time. The shift in class times for a one or two hour delay is available to teachers in Aspen under MS Forms.

Radio/TV stations which will carry Dover-Sherborn announcements:

WKOX, WBZ, WHDH, WRKO/WBMX

"No School" whistle will be blown locally in Dover at 6:30 a.m., 7:00 a.m., and 7:30 a.m. Sherborn does not provide a no-school signal. Aspen will be used to send a "robo-call" to all employees with your phone number that is on file. Please see Katey to be sure that we have the most current phone number for your contact information. In addition, information will be posted on the districts website as well.

PLEASE DO NOT CALL THE DOVER OR SHERBORN POLICE STATIONS FOR 'NO SCHOOL' INFORMATION.

BUS DUTY and OFFICE DETENTION

When you are assigned **Bus Duty and Office Detention**, you are responsible for supervising the loading of students on to the **2:15 p.m. and 3:15 p.m. buses**. There are 9 Dover buses and 9 Sherborn buses for the 2:15 p.m. run and 2 Dover buses and 2 Sherborn buses for the 3:15 bus run. The buses are located on the driveway between the Lindquist Commons and middle school building and high school parking lot. When on bus duty the teacher must stand on the Middle School side of the road to allow a clear view of the students entering the busses. *Safety is critical!*

It is important that you determine that all of the buses have arrived to be loaded. If a bus does not show up by 2:20 p.m., please send one student to the middle school office to report the town and number of the missing bus. The secretary will make a call to determine what has caused the bus to be late. In the meantime, you are to remain with the students until the missing or replacement bus has arrived. Office detention students will report to the main office directly after school to wait for the teacher who has detention duty. *The office detention person may take students to their own location, with the exception of Thursdays. On Thursdays, the teacher on detention duty will be responsible for monitoring the library after school as well as the students serving detention.* **IF YOU HAVE A PERSONAL DAY OR PROFESSIONAL DAY THE WEEK OF YOUR ASSIGNED BUS DUTY AND OFFICE DETENTION, YOU MUST FIND A REPLACEMENT.**

LATE BUS

There will be **no 3:15 P.M. buses** on all Fridays, Early Release Days and Professional Days. Please be advised that the late buses arrive between 3:20 and 3:50 on typical school days. There are two for Dover and two for Sherborn students.

OFFICE DETENTION AND BUS DUTY

Week of August 27th	All Staff (Bus Duty)
Week of September 3rd	Christine Babson
Week of September 10th	Angelo Macchiano
Week of September 17th	Maura Cavanaugh
Week of September 24th	Randy Hoover
Week of October 1st	Janel Pudelka
Week of October 8th	Kimberly Wynn
Week of October 15th	Leigh Simon
Week of October 22nd	Tom Duprey
Week of October 29th	Judy Gooen
Week of November 5th	Geoff Herrmann
Week of November 12th	Julie McKee
Week of November 19th	Brian McLaughlin
Week of November 26th	Anita Sebastian
Week of December 3rd	Andrea Moran
Week of December 10th	Maria Laskaris
Week of December 17th	Alyssa Wesoly
Week of December 31st	Erin Newman
Week of January 7th	Alison vonRohr
Week of January 14th	Toni Milbourn
Week of January 21st	Marsha Sirull
Week of January 28th	Brooke Ehle
Week of February 4th	Andrea Merritt
Week of February 11th	Joanne Draper
Week of February 25th	Heather Bond
Week of March 4th	Mary Memmott
Week of March 11th	Lori Mazzocca
Week of March 18th	Mark Thompson
Week of March 25th	Adam Wiskofske
Week of April 1st	Jessica Rymut
Week of April 8th	Allison Rice
Week of April 22nd	Lauren Lamanna
Week of April 29th	Wendy Lutz
Week of May 6th	Olive Woodward
Week of May 13th	Sandra Sammarco
Week of May 20th	Jason Criscuolo
Week of May 27th	Kerry Aucoin
Week of June 3rd	Brett McCoy
Week of June 10th	Meaghan Collins
Week of June 17th	Cathy Simino

2018-2019 Meeting Dates
Faculty/Department/Joint Team-Curriculum
(Tuesdays-Rooms 123-124)

2018

September 4-Faculty
September 11-Department

October 2-Faculty
October 9 -Department

November 6-Faculty
November 13-Department

December 4-Faculty
December 11-Department

2019

January 8-Faculty
January 15- Department

February 5-Faculty
February 12-Department

***March 5-Faculty**
***March 12-Department**

April 2-Faculty
April 9-Department

May 7-Faculty
May 14-Department

June 4-Faculty
June 11-Department

Curriculum Leader Meetings (Thursdays- Conference Room)

September 6th
October 4th
November 1st
December 6th
January 3rd
February 7th
March 7th
April 4th
May 2nd
June 6th

Team Leader Meetings (Thursdays-Conference Room):

September 13th
October 11th
November 8th
December 13th
January 10th
February 14th
March 14th
April 11th
May 9th
June 13th

Joint Team Leader/Curriculum Leader Meetings (Tuesdays-Conference Room):

September 20th
October 18th
November 15th
December 20th
January 17th
February 28th
March 21st
April 25th
May 16th
June 20th

TEACHER HOURS

Teachers are to be in the building at least 15 minutes before the start of the school day (7:20 A.M.). Teachers are to be in the building until at least 10 minutes after students are dismissed (2:25 AM). Additionally, teachers are to be available after school 2 afternoons per week until 3:15 pm. Teachers will notify their Team Leader and the assistant headmaster which days they will be after school. Extra help sessions should not be scheduled on Tuesdays due to faculty/department/grade level meetings. Teachers leaving the building during school should notify the main office at the time of departure and time of return.

PURCHASING MATERIALS

Teachers may not, under any circumstances, contract for the purchase of materials of any nature or cost. The following procedure for purchasing will be in effect. A Purchase Requisition Form will be completed, and forwarded to the Curriculum Leader and Headmaster for approval. We are now using a TEC bid system, please see your Curriculum Leader for assistance. Staff should not purchase materials and request reimbursement. We are eliminating CHIT's, so please be advised that materials need to be ordered through the aforementioned protocol. By not following this protocol, you may risk not being reimbursed.

CLASSROOM SUPPLIES AND MAINTENANCE

NO FOOD CLASSROOMS

We have a strict NO FOOD policy here at DSMS in the classrooms. For the safety, and best interest of all students, all food should remain in the cafeteria and/or staff lounge spaces. Lessons and celebrations should be revised to not involve food elements.

MAINTENANCE

With the multiple use of classrooms, it is important that each teacher be aware of the housekeeping chores. A minute to tidy up the room will help the total school effort. Please be considerate of the rearrangement of furniture in shared classrooms. It is best to confer with all of the staff members sharing classrooms about furniture placement and maintenance. It's also recommended that staff members use similar courtesy with white boards and shared display spaces.

SUPPLIES

Basic office supplies can be found in the main office. Please see the secretaries in the main office and they will direct you to where you can find your basic supplies for your classroom. If you have discipline related supplies, please contact your curriculum leader for information and guidance.

USE OF EQUIPMENT

Copy machines are located near Teacher's Lounge Area and in the second floor copy room. **Students are never to operate any of this equipment.** Please report any difficulty with the photocopy machines to the front office immediately. Please do not walk away from a jammed or broken machine without informing the Main Office.

School issued laptops and iPads are included in our acceptable use policy and should be used for school-related business. Any issues or damage to these devices should be reported to the Technology

Department in a timely manner using our SysAid ticket system.

School Phones

School phones are to be used for official business only.

Keys

The security of each classroom and the entire school depends upon each person keeping track of the keys assigned to him/her. Students are not to be given keys to any part of the school.

POSITION DESCRIPTIONS

Within the building we have several different teaching roles. Below are just a few of the positions and clarification of their features and functions. This is just a snapshot and not a complete articulation of the many positions and roles that our staff serve for the betterment of our students.

Curriculum Leader

Content-specific teacher leaders who facilitate curriculum related professional development, student achievement and progress reporting. Curriculum Leaders are liaisons between staff and administration and collaborate on department assessment achievement, supplies and budgets in addition to ongoing staff training. Curriculum Leaders meet twice a month with administration to plan, collaborate and strategize for staff support and student achievement. Curriculum Leaders are responsible for leading department meetings and professional development time each month. Curriculum leaders are asked to gather monthly updates for school committee, lead conversations about assessment

Team Leader

Special Education Liaison

Special Education Team Chair

Special Education- Educational Assistant

PERSONAL DAYS/RELIGIOUS HOLIDAYS

TEMPORARY LEAVE (Teacher)

Temporary leave with pay shall be provided as noted below:

Personal leave of up to three (3) days per year shall be granted for urgent personal business that cannot be conducted during non-school hours. The teacher shall make his request, including reason for the leave, in writing as far in advance as possible, but, except in the case of emergency, a written statement of the reason for the leave shall be submitted and the teacher paid if the leave was for a reason appropriate under this Section. Where appropriate the stated reason that the leave is for a matter of highly personal nature shall be sufficient.

RELIGIOUS HOLIDAYS (Teacher)

Religious Leave - A teacher will be granted leave up to two (2) days in any one school year for time necessarily and actually lost for observance of a recognized major religious holiday of the religious

faith to which such teacher belongs, when such holiday falls on a day on which teachers are required to report. Notification by a teacher of his or her intention to take such leave shall be made to the appropriate principal no less than forty-eight (48) hours in advance of such holiday

PROFESSIONAL DAYS

A teacher who is interested in attending a conference or making a visitation should complete a Professional Development Request Form. These forms are on Aspen. After the form has been completed, it should be reviewed with the curriculum leader and given to the School Secretary. Please plan early in the year to visit schools or to go to conferences. If money is needed in advance, the request must be submitted 30 days prior to conference or visitation date. After attending the conference or visitation, teachers must fill out a "Travel and Expense" form available in the school office. This document will grant you reimbursement for expenses. Please contact the "sub line" as early as possible.

PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT

Criteria: Any staff member of the Dover-Sherborn School system interested in any program for professional improvement and personal development is eligible to apply for this grant. The following factors will be taken into consideration when the final decision is made: Study of modern methods and trends; Grade level or subject matter reassignment; Certification or Degree Program requirements; Pertinence of course to applicant's assignment and Alignment with District's Professional Development Goals.

Applications: Applications may be secured from the Superintendent's office. The Professional Development Committee will make the decision.

Reimbursement: The amount of money each recipient receives will be determined by the Professional Development Committee and will be paid upon submission of documentary evidence of successful completion of the course and provided the staff member is in service in the system upon reopening of school in September. For reimbursement of tuition, individuals must maintain a "B" average for an undergraduate or graduate course. The committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the advance approval of the administration. Teachers who hold earn Master's degrees and who take graduate courses for which no formal graduate credit is given may have the instructor or the institution of higher learning define how much graduate credit such course is worth. It is recognized that course(s) taken through in-service programs may qualify under the terms of this paragraph. The teacher may apply to the Committee for application of this credit to his/her record.

TEACHER ABSENCE

A staff person in the Central Office will handle the substitute teacher system. As soon as your Personal Day or Professional Day is approved or if you know in advance that you are going to be absent, leave a message on the Substitute Line (508) 847-3090.

A timely call to the Substitute Line is very important.

DUE TO THE BRIEF TIME ALLOTTED FOR YOUR MESSAGE, YOU MUST BE PREPARED TO LEAVE THE FOLLOWING INFORMATION: Name; Date of your absence; School at which you work; Grade level and Subject; Your reason for being absent. Lesson plans should be faxed, e-mailed or called in to school and be given to the Assistant Headmaster to deliver to the substitute assigned for that day. Do not leave the information on the sub line. The calls should be

made in the evening or morning hours before 5:30 a.m. **The substitute line will not be checked after 6:15 a.m. on any given day.** If you determine that you must be absent after that time, you must call your school directly (508-785-8149 ext 7133) and leave your message. It is important that the sub-line person assign all substitutes.

The teacher is not to call or ask the substitute directly. If an absent teacher has a preference, he/she should let the sub-line know and every effort will be made to make all the arrangements with the person requested. If that person is not available, arrangements will be made with the next available substitute.

All teachers should maintain a red binder on file for substitute teachers and leave it in the main office behind Sharon Tehan's desk. This file should contain:

1. Daily Schedule
2. An up-to-date class list and study hall list
3. Any other information that will be helpful to the substitute.
4. A few stand alone assignments for emergencies, these might be sample MCAS questions, writing prompts and/or some problem sets. Logic puzzles and the like are always good back-up materials for substitutes to keep students engaged.

CLASSROOM VISITS AND TEACHER EVALUATION

PURPOSES

- a. To observe pupil behavior and progress. Student learning is our number one priority here at DSMS.
- b. To keep administration informed relative to program.
- c. To facilitate and encourage teacher growth.
- d. To foster the exchange of ideas and techniques.
- e. To coordinate curriculum.
- f. To evaluate teacher effectiveness, particularly in terms of recommendations for reappointment.
- g. To give teachers the support they need.

Visitation may extend for the full instructional period or any part thereof. Teachers may request particular dates and times they prefer to be observed.

CONFERENCES BETWEEN HEADMASTER OR ASSISTANT HEADMASTER AND TEACHER SHOULD ACCOMPLISH THE FOLLOWING:

- a. Exchange ideas regarding student learning.
- b. Promote professional growth.
- c. Present specific suggestions and comments relative to the teaching procedure and/or for purpose of curriculum planning.
- d. Basis for the conference will be observations of the teacher.

CURRICULUM AND INSTRUCTION

The areas of curriculum and instruction are critically important to the success of all students at DSMS. Teachers are expected to be knowledgeable and current in their curriculum area(s). Through departments, teams and a professional community of sharing, it is expected that teachers discuss the craft of teaching on a regular basis. Opportunities for such sharing occur informally, as well as

formally through department meetings, team meetings, and staff development activities. Faculty members are also engaged in a mentoring program for all first year teachers.

Our DSMS staff have created curriculum maps which are accessible to all staff members in Aspen. These maps of curriculum can be used to integrate across disciplines.

Regarding instruction, the professional educators at DSMS are expected to use a variety of instructional strategies in order to meet the various learning styles of our students. Staff development activities frequently focus on methods to differentiate the curriculum. Students on IEPs and 504 plans are included in regular classes. Teachers have an obligation under federal law to provide the accommodations and modifications listed for a student. Please reach out to our Special Education liaisons and Educational Assistants to collaborate and determine the best ways to meet the needs of our diverse learners.

FACULTY FACILITIES

FACULTY PARKING

All faculty and staff are to park in front of the Lindquist Commons. All faculty and staff must display a parking sticker on the rear window. Please the Main Office to register your car.

FACULTY LOUNGE

We have a staff dining room and workroom for faculty convenience and privacy. This room should be kept neat and clean. Remove remaining food from the refrigerator regularly. Wash your dishes. Since confidential material is sometimes left in these rooms, students are never allowed in these rooms under any circumstances. Please eat your lunch in the faculty room or science preparation area. Food is not allowed in classrooms nor around the building. Thank you for your compliance.

SMOKING

Smoking is not allowed in any part of the Middle School or on Regional School grounds. We are smoke free.

CRISIS INTERVENTION

In case of a crisis or traumatic incident that affects the school community the Crisis Intervention Team will be activated. Members of this team are identified each year and are aware of their specific responsibilities if a crisis situation should occur.

DOVER-SHERBORN REGIONAL MIDDLE SCHOOL SECURITY PROCEDURES

There is now a comprehensive district plan for the management of emergencies. This plan has been summarized into a coded flip chart that will be distributed to all staff. Details of that plan are available with the Headmaster and updates will be communicated prior to any practice drills. Please note that each classroom also has a clipboard with a red file in which specific procedures are outlined for teachers to follow. Please review these procedures periodically.

FIRE AND EVACUATION DRILLS

A fire and emergency evacuation plan is posted in each classroom. Staff and students should study the plan and become familiar with exit routes.

If there is a fire or suspicion of a fire anywhere in the building, the office should be contacted at once. Should the occasion arise where a staff member may be alone in the building when such an emergency may occur, that person should pull nearest fire alarm.

NOTE: Dover Fire Prevention Rules and Regulations are available in the school office.

General Instructions for Staff:

- **Students should exit from the rooms with NO TALKING.**
- **All staff must assume responsibility for an orderly and quick evacuation.**
- **Teachers must take attendance when the class reaches the designated area. The attendance form is in the RED FOLDER in each room, posted by the exit. Take the RED Folder and clipboard outside. (Please see attendance form in this handbook). Attendance forms should be given to an administrator during the evacuation process.**
- **The State Law asserts that all persons are to move away from the building a minimum of 200 feet.**
- **Staff members are responsible for keeping the roadways and other areas clear for fire apparatus and for the safety of all persons.**

DOVER-SHERBORN MIDDLE SCHOOL

Emergency Evacuation Attendance 2018-2019 Academic Year

Exit the building following the designated emergency routes.

Complete this attendance form any time there is an evacuation.

MISSING Any student who is **NOT** in your class at the moment, but is known to be in school.

EXTRA This means a student who is with you at this moment, but is normally with another staff member.

ALL PRESENT This means all your students are there, except those absent from school.

All attendance forms should be sent by a student **“RUNNER”** selected by the teacher. The administrators will collect these forms from the runners. An administrator will be at the front and rear of the building. **Student “RUNNERS” should never enter the building.**

During **lunch time**, teachers will evacuate students from both sides of Lindquist Commons. One teacher should go in each direction and provide supervision. Wheelchair bound students will evacuate through the nearest door on their floor. **The elevator should be used only if safe at the moment.**

In the event of an evacuation **“Between Classes,”** students and staff should leave the building by the nearest door and report to their next class evacuation/attendance area. Added time will be necessary for all staff and students to travel to their assignment areas.

All Present (Except known absentees)	Missing Students	Extra Students
<p>_____ YES (if checked – nothing in following boxes)</p> <p>_____ NO (if checked – names in following boxes)</p>		

Teacher's Name: _____

Room Number: _____ Date: _____

GRADING AND MARKING PERIODS

REPORT CARDS

Report cards are issued quarterly and midterm marks are posted after four weeks of a term. Grades are reported through Aspen to families and should be accompanied by a comment. Scholarship, the degree of academic achievement attained, is marked with letters. The comment key offers a variety of numerically designated phrases regarding effort, conduct, attitude, etc.

SCHOLARSHIP

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

Some Specialty Subjects are graded on a "P" (Pass) and "F" (Fail) marking system. An "I" for incomplete may be used if there is good cause for the incomplete work. An "M" may be used if medical conditions have interfered with school performance.

REPORTING SCHEDULE

Term	Mid-term close date	Grades Posted by 11:59 pm	Parent Viewing Begins	Grades Close Date	Grades posted by 11:59 pm	Report Cards Viewing Begins
1	10/04/18	10/10/18	10/11/18	11/02/18	11/06/18	11/07/18
2	12/07/18	12/11/18	12/12/18	1/24/19	1/29/19	1/30/19
3	3/08/19	3/12/19	3/13/19	4/05/19	4/09/19	4/10/19
4	5/08/19	5/13/19	5/14/19	6/14/19**	6/13/19**	

**Tentative-depending on the last day of school.

TEACHER/PARENT COMMUNICIATION

The most important resource for a teacher in his/her effort to work effectively with a student is the parent(s). Do not hesitate to enlist parent help in resolving a problem with a student. Similarly, do not hesitate to inform the parents when a student has shown significant progress or achievement. Parents have a right to be informed. Teachers are encouraged to issue progress updates to all students doing unsatisfactory work. Telephone calls and e-mails to parents as a means of keeping the parent informed will assist in developing a working relationship.

Parent conferences are a vital and important part of the relationship between teachers and parents

GRADING PROCEDURES:

1. Teachers will have updated grades for every student half way and at the end of each marking period.
2. Teachers will post grades at each of the aforementioned dates and for interim reports a minimum of one comment should be used and at the end of term, two comments are preferred.

PARENT CONFERENCES

Teachers meet formally through team conferences and yearly parent-teacher conferences scheduled for each student. Parent-teacher conferences are held in October and November for all three grades of parents. Team conferences are held upon parent request and at the discretion of the Team Leaders.

PARENT REQUEST FOR STUDENT HOMEWORK

Requests via phone for homework will be managed by the school guidance secretary who will communicate directly to the teacher. A request is not honored for a one day absence, only two or more days. A teacher will be given as much time as possible to comply with this request, in most cases this is a 24 hour notice. Teachers are not required to provide schoolwork prior to longer student absences for items such as family trips or ski school. Please see your guidance counselor and Team Leader if you encounter such a request.

PARENT SUPPORT

P.O.S.I.T.I.V.E.

Parents Offering Support In Time, Involvement, Volunteering, Enthusiasm (P.O.S.I.T.I.V.E.) is the parent/teacher support organization at the middle school. Their goals are communication between parents and teacher, enrichment of the academic experience through cultural experiences, coordinating volunteer efforts, and reaffirming the core values of the school community.

P.O.S.I.T.I.V.E. has been an extremely supportive parent organization that provides the teachers and the school with financial assistance for special projects, extra chaperones for trips and dances, and special recognitions. The Executive Board of the organization meets regularly with the Headmaster and seeks to support the efforts of the staff to improve education at DSMS. P.O.S.I.T.I.V.E. provides grants to teachers for extra enrichment for the students of DSMS. These grant applications are available in the main office, are usually solicited in late winter and due before March 15th deadline. They also have provided an annual teacher luncheon to start the year, and one in June that expresses their thanks for all that teachers do for their children.

D.S.E.F. (Dover-Sherborn Education Fund)

The Dover-Sherborn Education Fund is an organization founded by parents to support the public schools of Dover, Sherborn, and the Region. It is a non-profit organization that raises money for the schools and returns all proceeds from their fundraising to the schools. Each year the teaching staff is asked to write grants through which they suggest activities, special events, and general improvements to the schools that cannot be supported through the budget. DSEF requests grant proposals from staff in late fall and throughout the winter. Teachers with grant ideas should confer with their Curriculum Coordinators and the Headmaster. Grant proposals are usually due to DSEF before February vacation.

D.S.E.F. then reviews and identifies those grants they support. Over the past two years D.S.E.F. has contributed over \$300,000 to the schools in Dover, Sherborn and the Region.

CLOSING OF SCHOOL JUNE PROCEDURES

1. Final Grades should be completed as early as possible to facilitate the posting of report cards. Please take care that every term mark is recorded.
2. Please exercise good judgement regarding end of year parties (no food!) and taking students out-of-doors.
3. Student learning is our primary focus through the conclusion of school.

INTERNAL COMMUNICATIONS

FACULTY ROOM MAILBOXES

Mailboxes are located in the Faculty Planning Room - Do not send students to your mailbox as many times confidential information has been put in the box. It is imperative that teachers check their mailboxes each morning. Guidance passes are placed into teacher mailboxes by 2pm each day and need to be distributed during A- block, please help make this process as fluid as possible and check your mail daily!

E-MAIL

We are a Google Apps for Education schools so in addition to your gmail, you also have access to Google Drive, Sheets, Docs and Google Classroom. All faculty members have an e-mail account on the Google e-mail system. Maintain the privacy of your password. Never leave your files open on the screen. Consider changing your password quarterly. Be certain to check e-mail regularly as it will carry daily notices and other valuable communications.

ASPEN

Many of the forms and protocols needed by teachers is available through our Learning Management System, Aspen. Aspen is also our grading software and the location you will post grades and comments for interim and end of term grades. Aspen has other features such as storing individual student health records, important allergy information and 504 documents. Aspen is also where you can make seating arrangements and print your rosters. If you need assistance in locating the Middle School Forms in Aspen, please see your mentor, Curriculum Leader, or colleague. If you have difficulty with Aspen, Mary Bronski is the Aspen Administrator for the district.

BASELINE EDGE

Our district uses Baseline Edge for supervision and evaluation documentation and feedback. Please see your mentor, evaluator and/or colleague for assistance with Baseline Edge. All educators will submit their goals (October) and reflections on their progress on these goals (April) through Baseline Edge.

eSPED

Dover Sherborn uses eSPED.com to house and organize our student Individual Education Plans and related documents. All teachers should regularly login to eSPED to view the expectations and adjustments for students' needs which is often updated throughout the year. It is our legal obligation

to ensure that each of these students' needs are being met and supported so please reach out to your liaison should you need assistance or clarification using eSPED. Please contact Mary Ann Bernardi if you need assistance with your eSPED password.

VOICE-MAILBOXES

Each staff member has their own voice-mailbox number. You are responsible for checking your voice-mailbox regularly. You can activate your voice-mailbox from out of the building by dialing (508) 785-8149, when you hear the announcement begin, dial 9 then enter your mailbox number and password.

ATTENDANCE

If you teach A block, please take and post your attendance daily in Aspen by 7:45am. A daily attendance will be posted to all teachers by period 2. Notify the office of any discrepancy that you experience within the school day.

DAILY ANNOUNCEMENT BULLETIN

Notices should be sent via email to the main office no later than 1:00 pm the DAY BEFORE the notice needs to be read to students. The Daily Bulletin announcements are posted in Aspen for teachers to read aloud to students during the homeroom time (7:40-7:45).

Disciplinary Behaviors/Offenses and Sanctions-Partial Listing

Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions.

1. indicates first offense 2. indicates repeat offense

BEHAVIOR/ACTION	SCHOOL RESPONSE/CONSEQUENCE
Students may not sell items during school hours. (This shall include but not be limited to candy, food, jewelry, school supplies and clothing.)	1.All items will be confiscated and the appropriate detention or suspension will be determined. 2.Same as #1
Cafeteria Misbehavior Such as but not limited to the following: Food fights Failure to clean up after oneself	1.Cafeteria cleanup duty (time determined by the severity of the case) 2.Cafeteria cleanup duty and up to one detention

<p>Cursing, foul language Comments directed towards another student and/or a staff member</p>	<ol style="list-style-type: none"> 1. Up to two office detentions; possible suspension; parent/guardian notification 2. Up to one-day suspension; parent/guardian conference. If action results in disruption to the educational process, up to a five-day suspension
<p>Cursing overheard/not directed toward a person</p>	<ol style="list-style-type: none"> 1. Warning; parent/guardian notification, consequences dependent upon severity 2. Up to two office detentions; parent/guardian notification
<p>Cutting class Unexcused absence from a class, the library, the computer lab, or directed research</p>	<ol style="list-style-type: none"> 1. One office detention, parent/guardian notification, and zeros may be given for any work due or completed on the day of the cut 2. Up to two office detentions, parent/guardian notification, and zeros given for any work due or completed on the day of the cut
<p>Cutting detention Applies to both teacher-assigned and office detentions</p>	<ol style="list-style-type: none"> 1. Two office detentions assigned for every failure to report and parent/guardian notification.
<p>Disruptive Behavior Applies to situations when a student is sent to the office from a class, the library, the computer lab or a directed research for disruptive behavior</p>	<ol style="list-style-type: none"> 1. Up to two office detentions; parent/guardian notification 2. Up to one-day suspension; parent/guardian conference
<p>Insubordination or insolence Such as but not limited to the following: Failure to follow a reasonable request by a staff member Boldly disrespectful in speech or behavior Verbal assault An act of insubordination that places others at serious risk</p>	<p>Consequence is dependent upon severity and may vary from an office detention and parent/guardian notification up to a five-day suspension and possible recommendation for long-term suspension depending on the circumstances.</p>
<p>Physical intimidation The act of physically intimidating</p>	<p>Up to a five-day suspension or possible recommendation for long term suspension</p>

another by invading personal space and/or backing someone against a wall	depending upon the severity of the case or repetitive nature of the case; parent/guardian conference
Verbal threat of violence against the life of another	Possible suspension or recommendation for long term suspension depending upon the circumstances

An appeal may be made to the headmaster if there are extenuating circumstances.

These rules have been carefully devised for the safety and benefit of all students and are subject to discussion and possible revision at the end of each year. All rules, regulations and policies of the Dover-Sherborn Middle School apply to all students regardless of age. These rules are in effect on campus and at all school sponsored activities, trips and tours.

Students are expected to be courteous, reasonable and responsible. Students will respect all staff, other students, and school property. Inappropriate attitudes and behavior will be dealt with in a manner that will encourage change. A system of warnings and procedures is built into the overall approach to changing behavior in the middle school. The following will be considered when determining a consequence for undesirable behavior:

1. Age and grade level of the student.
2. Prior disciplinary record.
3. Seriousness of the misconduct.
4. Cooperation and honesty of the student.

Fighting

First offense: a possible three (3) to five (5) day suspension (administrative decision). Police may be notified.

Subsequent offenses: a possible five (5) to ten (10) day suspension (administrative decision). Police may be notified of all occasions of fighting, and charges may be brought for disturbance of a public assembly and disorderly conduct. The School Committee will be notified.

Any student involved in a fight who fails to cease or desist at the request or intervention by a staff member may be suspended for up to ten (10) days (administrative decision).

Any student who strikes or causes bodily harm or injury to a staff member who is attempting to intervene will be considered to have physically assaulted the staff member and will be subject to expulsion by the Headmaster under c.71, sec. 37H.

Inappropriate Physical Contact

School grounds are not an appropriate environment for certain types of physical contact even when consensual. Such behavior will result in referral for appropriate discipline up to and including long term suspension depending upon the circumstances.

Physical Assault

One-sided attack: five (5) to ten (10) days suspension with the possible recommendation for long term suspension. Assault with a weapon: possible five (5) to ten (10) days suspension and possible recommendation for long term suspension for the assault. Additionally, the student will be subject to possible long-term suspension or expulsion by the Headmaster for possession of a “dangerous weapon” pursuant to M.G.L. c. 71, sec. 37H. In the case of a physical assault, the Dover Police Department may be contacted, and if the case involves possession or use of a dangerous weapon, a weapons report will be filed pursuant to M.G.L. c. 71, sec. 37L.

A physical assault on school personnel will result in a suspension with the possibility of long term suspension or expulsion by the Headmaster pursuant to M.G.L. c. 71, sec. 37H.

Provoking a Fight

Any student who, by word or action, is determined to have provoked or instigated a fight will receive up to a 1-5 day suspension.

Conduct Outside of School

A student’s behavior off campus or in cyberspace, for example, emails, postings on social networking websites, instant messages and text messages can have a serious negative impact on other students or members of the school community during the school day and at extracurricular activities. As such, if a student engages in conduct outside of school that causes a substantial disruption to the school environment, such conduct may be considered a basis for discipline, up to and including long-term suspension from school.

Graffiti

Writing graffiti on school property is a serious offense that will result in suspension and possible criminal charges. The student will be charged the full costs for removal of the graffiti. Under Massachusetts law (M.G.L. c. 266, Section 126B) a student convicted of defacing or vandalizing property will have his/her driver’s license suspended for a year or, if the student is under sixteen, one year will be added to the minimum age eligibility for driving.

Harassment Policy

The Dover Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability.[1] The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning.

Definition of Harassment Forbidden by This Policy

For the purposes of this policy, the term “harassment” shall be defined as conduct (verbal or physical) based on gender, race, religion, national origin, age, sexual orientation or disability, that creates an intimidating, hostile or offensive educational or work environment and/ or that unreasonably interferes with another individual/s education or work performance.

Complaint Procedures

Any member of the Dover Sherborn Public Schools who believes that she/he has been the victim of harassment (as defined above) by a teacher, pupil, visitor, administrator, or other personnel of the Dover Sherborn Public Schools, or who has knowledge of any of the above should report the alleged acts as soon as possible.

A harassment complaint may be made to the Headmaster or to the Superintendent 508- 785-0036. If the report is to someone other than the Headmaster, it becomes the responsibility of that person to report the complaint to the Headmaster in writing using the forms that are available in every Headmaster' s office or in the office of the Superintendent of Schools.

So that all members of the school community will be made secure in bringing forth complaints, a volunteer member of the faculty from each building will be designated as an equity coordinator. Ideally, the equity coordinator will not be of the same gender as the Headmaster.

Upon receiving a complaint, the equity coordinator, or other member of the school community shall immediately notify the building Headmaster who shall serve as the complaint-hearing officer. The building Headmaster or designee will immediately address the concern. Depending on the circumstances and seriousness of the incident, interventions can range from informal to formal. Informal interventions include immediately and effectively addressing the situation, for example, by encouraging people to identify the difficulty, talk it out, and agree on how to deal with it. If that does not work or if the situation warrants further action, a formal harassment complaint will be processed. Within five (5) working days, the Headmaster shall forward all formal complaints to the Superintendent of Schools and the Title IX/Chapter 622 coordinator.

The hearing officer shall respect, as much as possible, the privacy of the complainant, the person against whom the complaint is filed, and all witnesses. **ALTHOUGH EFFORTS WILL BE TAKEN TO PROTECT CONFIDENTIALITY, THIS IS NOT ALWAYS POSSIBLE IN HARASSMENT INVESTIGATIONS.**

All complaints will be taken seriously. While rights of all individuals will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility

of any recurrence of the behavior. It is unlawful to retaliate against a person for filing a complaint of sexual harassment or for cooperating in an investigation of a complaint for sexual harassment. Retaliation against a complainant or witness will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

Reporting Locations:

Dover Sherborn Public Schools, Office of the Superintendent, 157 Farm Street, Dover, MA 02030

Dover-Sherborn High School, Office of the Headmaster, 9 Junction Street, Dover, MA 02030

Dover-Sherborn Middle School, Office of the Headmaster, 155 Farm Street, Dover, MA 02030

Chickering School, Office of the Principal, 29 Cross Street, Dover, MA 02030

Pine Hill School, Office of the Principal, Pine Hill Drive, Sherborn, MA 01770

Investigative Procedures

The Headmaster or designee shall consider every report of harassment seriously and shall investigate all reports immediately. The Title IX/1622 coordinator and other staff (e.g. school psychologist) shall assist the school hearing officer, as needed, in the investigative procedures and the identification and delivery of all necessary services to concerned individuals.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the Headmaster will notify the parents and/or guardians of the allegations. The Administration reserves the right to question such students as part of its investigation.

The person issuing the complaint as well as the individual against whom the complaint is filed shall be separately interviewed, with the goal of resolving the complaint at this level. If resolved, parties will be notified and documentation describing the incident and subsequent resolution shall be kept by the Headmaster for one year. If the complaint is not successfully resolved, the Headmaster shall continue with the investigation by interviewing other knowledgeable parties. Documentation supporting or discounting the allegation shall become part of the investigation process.

Whenever possible, the Headmaster shall complete the investigation and report within twenty (20) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are substantiated, the Headmaster or, in a case against an employee, the Superintendent or Headmaster must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop offensive behavior, counseling or education, suspension, or expulsion. Follow up will be conducted to insure that neither continued harassment nor retaliation occurs.

As soon as the report is completed, all formal records of harassment shall be forwarded to the Superintendent and Title IX/622 coordinator and shall be kept in a separate file; only the Superintendent and the Title IX/622 coordinator shall have access to these files. Written findings will be provided to the concerned parties upon request to the extent legally permissible. Concerned parties will have the right of appeal to the Superintendent of schools within ten (10) working days of receipt of the concluding report.

Hazing

The prohibitions upon the hazing of students are contained at CH. 269, S. 17, 18 and 19. Those sections provide as follows:

CH. 269, S.17. Crime of Hazing; Definition; Penalty

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

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

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

CH. 269, S.18 Duty to Report Hazing

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

CH. 269, S.19. Hazing Statutes to be Provided; Statement of Compliance and Discipline Policy Required

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

constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Penalty: Up to three days out-of school suspension; police notification.

Violation of Another's Civil Rights

Students have the right to be free from discrimination including verbal or physical attacks based on race, national origin, religion, sex, disability, gender identity, sexual orientation or homelessness. Any student who violates another student's rights to be free from discrimination will be subject to disciplinary sanctions which will vary, depending upon the seriousness of the offense, from detention up to and including expulsion. Particularly serious violations will also be referred to the police.

Photographs

Students and parents/guardians are not to photograph and/or post students' images from field trips, outdoor activities, or general classroom settings.

Selling and Distributing

Any student who is found selling or distributing controlled substances on school premises or at school-sponsored or school related events will be subject to expulsion by the Headmaster under M.G.L. c. 71, s.37H. Any student who is found selling or distributing alcohol on school premises or at school-sponsored or school-related events will be suspended for two weeks and the Headmaster may recommend the student's expulsion.

Sexual Harassment

As special laws deal with the subject of sexual harassment, it is appropriate to review those provisions and their scope.

Sexual harassment in public schools is sex discrimination, and therefore is prohibited by federal and state laws. Title IX of the federal Education Amendments of 1972 (20 U.S.C. 1681) states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The Massachusetts law on fair educational practices (Chapter 151C of the Massachusetts General Laws) also forbids sexual harassment in the schools. It defines sexual harassment as follows:

The term "sexual harassment" means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly, a term or condition of the provision of the benefits, privileges or placement services, or as a basis for the evaluation of academic achievement, or
- Such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place and/or educational environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students may also constitute sexual harassment.

It is not possible to list all those additional circumstances that may constitute sexual harassment. Nevertheless, the following are some examples of conduct, which if unwelcome, may constitute sexual

harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual advances – whether they involve physical touching or not
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment on an individual's sexual activity, deficiencies, or prowess
- displaying sexually suggestive objects, pictures, cartoons
- unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- inquiries into one's sexual experiences
- discussion of one's sexual activities

All employees and students should take special note that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by the Dover Sherborn Public Schools.

Any conduct forbidden by the above state or federal statutes shall be considered violative conduct and shall be actionable under this policy.

Smoking Policy/Tobacco Use (including the use of chewing tobacco)

Massachusetts's law prohibits tobacco use in all school buildings and facilities, on school grounds and in school buses by all individuals.

1st offense: Parent/Guardian notification, up to two days suspension, parent/guardian conference, and attendance at a smoking cessation program.

2nd offense: Parent/Guardian notification, up to four days suspension, parent/guardian conference and a \$100 fine* (administered in the same manner as a traffic ticket and payable to the town of Dover).

Further offenses: Parent/Guardian notification, up to five days of suspension, parent/guardian conference and a \$100 fine* administered in the same manner as a traffic ticket and payable to the town of Dover).

Dover-Sherborn Middle School will provide information regarding smoking cessation programs whenever possible.

Furthermore, students are not allowed to be in possession of tobacco products, tobacco related products, lighters or matches on school property.

1st offense: Confiscation of materials, parent/guardian notification, warning of what will happen on any further offenses.

Further offenses: Confiscation of materials, parent/guardian notification, up to two days suspension and parent/guardian conference.

Snowball Throwing

Snowball throwing on school grounds or at a school event is expressly prohibited. Penalty assessed may range from a detention to suspension and possible long term suspension depending upon the severity or pattern of behavior. Please refer to the prohibition on Physical Assault.

Theft

Theft, the unauthorized taking of private property without permission from any member of the Dover-Sherborn school community or property of the school district is expressly prohibited. Disciplinary penalties may include possible short-term or long-term suspension depending upon the severity of the offense.

Trespassing

Students are reminded that unauthorized presence on school property may be considered trespassing and violators may be prosecuted in accordance with the laws of the Commonwealth of Massachusetts and/or in accordance with any applicable town ordinances.

Vandalism

Vandalism, including the destruction of, damage to, or effacement of school property or the property of another is expressly prohibited. (This includes vandalism of the property of another school system.) Disciplinary penalties may include possible short-term or long-term suspension depending upon the severity of the offense.

Violative Conduct

It is a violation of this policy for any teacher, student, visitor to the school, administrator, or other school personnel to engage in harassment (as defined above) toward any person associated with the School System whether that harassment occurs on school grounds, or during school-related activities. Complaints of harassment will be investigated by school authorities in accordance with the procedures set forth below.

Disciplinary Sanctions / Due Process

Teacher Detention

Teacher detention takes priority over extracurricular activities and all other personal plans. Office detention and required extra-help session take priority over teacher detention. Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. Teacher detention will be held from **2:20 p.m. to 3:15 p.m.** If a student fails to attend an assigned teacher detention, the teacher will send a referral to the Main Office and the student will be assigned two office detentions.

Office Detention

Office detention is held from 2:20 p.m. - 3:15 p.m. Monday through Thursday. Students serving office detention need to report to the main office. This is a time for silent study or silent reading. Students are expected to comport themselves appropriately. Office detention takes priority over extracurricular activities and all other personal plans. However, extra-help requested in writing to the main office by a student's subject teacher(s) will satisfy a student's office detention obligation (subject teachers will hold the student until 3:15 p.m. or return with the student to office detention if extra-help is completed before 3:15 p.m.). Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. If a student fails to attend an assigned office detention, he or she will be assigned two office detentions for each one missed. If a student is referred to the office for inappropriate behavior during office detention, that student will be subject to suspension at the discretion of the headmaster.

Short Term Suspension / Long Term Suspension / Expulsion

EXPULSION PURSUANT TO M.G.L. C. 71, §37H AND 37H ½

Students are subject to expulsion (i.e. permanent exclusion) by the Principal for the conduct listed below.

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent.

(The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ 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 the suspension/expulsion.

PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H ½

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.

Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ 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, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

SUSPENSIONS

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student not be on school premises.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school 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, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. IN-SCHOOL SUSPENSION

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:

1. 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.
2. 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.

3. 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.

II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

Except in the case of an Emergency Removal (see below), 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.

1. Notice: 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:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) 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;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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.

2. 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.

3. 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.

4. 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. LONG TERM SUSPENSION

Except in the case of an Emergency Removal provided below, 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-term 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;

4. 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);

5. Inform the student of the right to appeal the 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 the following information stated in plain language:

- a) 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
- b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

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:

- 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.

- 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.
- 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.
- 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.

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:

- 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.

Continuation of Educational Services

Students serving an in-school suspension, short-term suspension, or long-term suspension 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. Students who are suspended under §37H³/₄ for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under DSMS's Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Services during Removals and School-Wide Education Service Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

DSMS has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

DSMS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

STATE REGULATIONS

Statutory Provisions

Disturbance of Schools or Assemblies

M.G.L. c. 272 Sec. 40

Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than fifty dollars; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month, and the sentence imposing such imprisonment shall not be suspended.

[1] Massachusetts state law has been amended to include “gender identity” as a protected classification under M.G.L. c. 76 sec. 5. As such, the administration reasonably anticipates a change in the school district harassment policy to reflect this change in the law.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In general, if a student with a disability, whether under a 504 plan or an IEP, violates the Code of Conduct, the school may suspend or remove that student from his or her current educational placement for no more than ten (10) consecutive school days in any school year. If he/she possesses, uses, sells or solicits illegal drugs on school grounds or at a school sponsored event; carries a weapon to school or to a school function; or inflicts serious bodily injury upon another person at school or at a school sponsored event, the school district may place that student in an interim alternative educational setting for up to forty-five (45) school days. If he/she has been placed in an interim alternative educational setting as a result of disciplinary action, he/she may remain in the interim setting for a period not to exceed forty-five (45) school days. Thereafter, he/she will return to the previously agreed-upon educational placement unless the parent/guardian or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or the parent/guardian and the school agree to another placement.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than ten (10) consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of ten (10) days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special education law. These include the following:

1. Prior to any removal that constitutes a change in placement, the school district must convene a 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
2. Prior to any disciplinary removal that constitutes a change in placement; the school district must inform the parent/guardian that the law requires that the school district consider whether or not the behavior that forms the basis for the student’s disciplinary removal is related to his or her disability. This is called a “manifestation determination.” Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

Consideration of whether the behavior is a manifestation of the student’s disability

The law provides that the school district, parent/guardian, along with relevant Team members, must consider all evaluation information, observational information, the student’s IEP and placement; and must determine whether the student’s behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation, if the conduct in question was caused by the student’s disability, or was a direct result of the school district’s failure to implement his or her 504 plan or IEP.

If the manifestation determination decision is that the disciplinary behavior was related to the student's disability, then he/she may not be removed from the current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another) until the Team develops a new 504 plan or IEP and decides upon a new placement and the parent/guardian consents to the new plan and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct. The only exception being in any period of removal exceeding 10 school days the school district must provide the student with educational services that allow the student to continue to make educational progress. The school district must determine the necessary educational services, manner, and location for providing those services.

In the case of a disagreement with the Team's determination

If you disagree with the Team's decision on the manifestation determination or with the decision relating to placement of the student in an interim alternative educational setting or any other disciplinary action, the parent/guardian has the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

DISCIPLINE AT DOVER-SHERBORN MIDDLE SCHOOL

The philosophy that must prevail is one of teaching the students the values we hold dear each day. Respect, responsibility and results are the three we agree to emphasize; E=r³. The new grade level themes will focus on the 3r's. As a faculty we need to determine where and when each day we will offer direction to the students. Conversation periodically in advisory groups should focus on what someone did for another. Possibly a news clip or an observed behavior could be shared. Compliment students for taking responsibility to do homework or helping with the student government. We all need to pick up paper in the halls and ask the students to do the same. Have lunch with some students occasionally. Come to a concert or dance. Show that extra interest and care. It will matter to them. Teams need to determine early in the year how they will recognize students for outstanding performance, honesty, caring, and other character traits.

Discipline in the "common" areas (hallways, cafeteria, after school, waiting for the bus, etc.)

1. All faculty members own the responsibility to interrupt inappropriate behavior.
2. A warning for some mischievous behavior is at the discretion of the teacher, particularly for a student on your team.
3. Referral (meaning escorted to) to the office is also appropriate ...again teacher discretion may be exercised. The attending administrator will handle the consequence and communicate it back to the teacher involved and the team leader.

Consequences – handbook is now more specific.

1. Teachers may give "teacher detentions" for inappropriate classroom behavior, a teacher detention list will be required and submitted once a week to the main office.
2. Lunch detentions, Office detentions and suspensions will only be assigned by the Headmaster or Assistant Headmaster.
3. Discretion will be allowed by the administrator; wherever possible, both administrators will consult on the proper consequence.

4. In all cases the parents will be notified
5. Repeat offenders will receive more involved consequences.
6. Serious offenses (those referred to in the handbook) will result.
7. Teachers are encouraged to call parents and notify them of the teacher detention.

TEACHER DISCIPLINE OF STUDENTS

FIRST RESPONSE BY THE TEACHER.

The teacher is responsible for conducting an orderly, well-controlled classroom. Misbehaviors may occur. The majority of these issues can and should be handled directly by the teacher.

1. Each teacher is responsible to have clear behavior expectations for the students. These should be shared and posted at the start of the year.
2. Serious or continuous problems should be referred to the office only when the regular and ordinary methods and approaches have failed.

DO NOT SEND A STUDENT TO THE OFFICE PLEASE CALL FIRST.

Please call the main office when a student is disrupting the class and needs to be removed. The most common reason for such a call is to maintain the ongoing functioning of the class. Other common reasons for calling the office are: use of abusive language, fighting, and refusing to cooperate. If a student is sent to the office for disruptive behavior it will be noted on their discipline record and possibly a call home.

OFFICE DETENTION

GUIDELINES

Office detention will be held from 2:20 - 3:15 P.M on Mondays, Wednesdays, and Thursdays or by special arrangements on Tuesday and Friday unless pre-empted by a mandatory faculty meeting. Office detention takes priority over extra-curricular activities and all personal plans. The supervising teacher should maintain a quiet atmosphere in order that students may read.

1. The school office conducts office detention for major disciplinary offenses. The only individual who may assign a student to office detention is the Headmaster or Asst. Headmaster.
2. Office Detention may be held in the teacher's own room. Students serving detention can be picked up at the main office.
3. Any student(s) arriving after detention begins is to be sent to the main office. Call the main office to inform them that a student is on the way.
4. **During office detention there is no talking and homework cannot be completed. Students are allowed to read. There shall be no talking.**
5. No visitors are allowed in Office Detention.
6. Any student who does not adhere to the above guidelines is to be sent to the office immediately. Call the main office to inform them that a student is on the way.
7. On Thursdays, teachers will hold detention in the library. Teachers are expected to monitor the students in the library, as well as the students serving detention.

HOW IS A STUDENT ASSIGNED TO OFFICE DETENTION?

1. The Headmaster or Assistant Headmaster assigns students to Office Detention.
2. Students requiring disciplinary measures as a result of misbehavior in public spaces (corridor,

lavatories, cafeteria, and outside grounds) will be referred to the Headmaster or Assistant Headmaster for Office Detention.

3. If a student cuts a teacher detention without an acceptable excuse, the student will serve the teacher detention and be assigned an Office Detention and parents will be contacted.
4. If a student cuts an Office Detention without an acceptable excuse, the student will serve two Office Detentions.

STUDENT ATTENDANCE

All teachers must take attendance at the beginning of each class and report discrepancies to the office immediately.

ATTENDANCE

Daily attendance is essential to school success. As prescribed by law, students should not miss school except for reasons of illness. **NOTE:** When a student is absent due to injury or illness, he/she will ***not*** be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m.

FREQUENCY OF ABSENCE

Student absence is monitored by the office and the Assistant Headmaster. Long absences due to chronic or prolonged illness may require guidance intervention and possible tutorial assistance. Sporadic absences that lead to six (6) or more absences in a quarter will lead to further investigation of the impact on the student's academic progress. Team teachers, guidance and the nurse will be involved.

BEING ABSENT

It is important to note that when a student is absent due to injury or illness, he/she will ***not*** be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m.

BEING TARDY

A student is marked tardy if he/she arrives at school after the start of advisory (7:40 a.m.). The only excused tardy is one that has been authorized by the administration, for example: illness (accompanied by a doctor's note), religious holiday, doctor's visit and death in the family.

All students who are tardy will report to the office as they arrive at school.

After a student has accumulated three (3) tardies per quarter, any unexcused tardy thereafter will result in an office detention. After a student accumulates five (5) unexcused tardies per quarter, the student loses the privilege of attending the next dance or school social event and a parent conference will be held to determine appropriate corrective actions.

DISMISSAL

The main office assumes total responsibility for dismissing students from school. The following procedure is required of all students requesting or requiring early dismissal from school.

1. Students bring a written request for dismissal explaining the date, time, and reason for the

- dismissal signed by parent or guardian.
2. Students present the note to their advisory teacher.
 3. Advisory teacher please send note to office - dismissals will be noted on attendance bulletin.

Teachers should never release children directly to parents or to any adult. All students should be dismissed through the office. Students should leave only when parents have arrived at the school.

DISMISSAL BY THE SCHOOL NURSE

When a student is sent home by the nurse because of illness or accident, the student will be signed out in the main office. Subsequent classes and teachers will be notified whenever possible.

ROUTINE CLASSROOM PROCEDURES

CLASSROOM PLANNING

Every teacher is expected to prepare short and long range teacher plans. Plan books may be checked by the Headmaster. The following recommendations are presented as a guide for uniform procedures.

1. Keep plan book accessible.
2. Plan at least one week in advance.
3. If the plan book is taken home, leave written outline to be available for next day's work.
4. Have an up-to-date list of groups, time and seating plan attached to plan book.
5. Be sure to list all materials required for implementing learning experience.

SHARING ROOMS

It is our policy that teachers will leave a classroom when another teacher is teaching in the room. There are no exceptions to this policy. This would not include a period 8 DR, but would include any formal teaching period when a teacher has a prep period and that room is being used. (Obviously this would not include any teacher who has requested a colleague to observe.) The reason for such a policy is to prevent distractions.

CLASSROOM ENVIRONMENT

Every teacher is expected to take all precautions to ensure the students' safety. All teachers must be mindful of their obligations to the students to eliminate and prevent unsafe conditions in the classrooms. Teachers are encouraged to provide a pleasant physical setting for their students. Insist that students keep papers off the floor and desks and tables relatively free of clutter. Students will develop more responsible habits through such expectations.

DAILY EXPECTATIONS OF CLASSROOM TEACHER

All teachers at the beginning of their class should take attendance. If a student is present **or** absent and that is not reflected on the attendance sheet, you must notify the main office. The teacher is responsible for conducting an orderly, well-controlled classroom. Misbehavior may occur and the majority of these issues can and should be handled directly by the teacher. Begin classes on time to assure student interest, attention and motivation. It is equally important that teachers conduct their classes to the very end of each period. If the teachers choose to detain students after school, they are to remain **supervised** by the detaining teacher.

In no instance should a teacher leave a class unsupervised or resort to physical punishment of any sort.

Teachers should make every effort to be in the corridor outside their rooms to maintain control and order during passing time between classes.

COLLECTION OF MONEY

Any monies collected must be turned into the office for safekeeping. You are responsible for funds lost or stolen if this regulation is ignored. It is important to note that a teacher's desk is not always a safe place for money. Experience has shown that temptation is often too great. Please do not place your students in a position where they may be tempted to take things that do not belong to them.

AFTER SCHOOL PROCEDURES

A variety of activities are conducted once the general school day concludes. Included are club meetings, athletic activities, rehearsals, and disciplinary sessions. Students who wish to see more than one teacher after school, should have written permission from the second teacher before leaving first teacher.

The following priorities will govern student's school-related responsibilities at the end of the regular school day:

1. Student appointments (medical) a note will be required from the student.
2. Teacher Discipline
3. Office Detention
4. Subject Matter Help Session
5. Student Activities and Intramurals

The process of securing the main building will start at 3:30 P.M. All students must be out of the main building at this time. Students will be allowed to stay in the main building after 3:30 P.M. only if they are under the direct supervision of a staff member.

LEAVING A ROOM AT THE END OF THE DAY

When leaving school at the close of the day, teachers should close windows, leave their rooms in order, and **lock the door.**

HELP SESSION /DIRECTED RESEARCH PROCEDURES

1. Take careful attendance - Report any absence.
2. Students should have all materials required for study with them upon arrival in the Directed Research/Help Session. Please do not allow students to go to their lockers unless it is an extraordinary circumstance. Reading materials should be made available for those not prepared to study.
3. Students may present a pass that allows them to work with another teacher. In most cases **should not** be allowed to get a pass after coming to Directed Research or Help Session.
4. If a student wishes to meet with another teacher, please check the posted list of teachers available.
5. Please be consistent with these procedures so that everyone can deal with a hassle free Directed Research/Help Session.
6. No electronic "gear" is to be used (i.e. iPods, cell phones, etc.) while in Directed Research or Help Session.

PROCEDURES FOR PERIOD 7

All students will go to their period 7 classes as per their schedule, going there before any pass of alternative activity becomes effective. **8th grade students may pack between periods 6 and 7, but they should not be late to class.** Students may take coats and backpacks to period 7.

6th and 7th grade students need to go directly from their period 6 to their period 7 classes. Students will be dismissed from their period 7 classes by bell, at the following times for each grade level:

Grade 6: 2:10 Students have time to pack up at their lockers and proceed to buses.

Grade 7: 2:12 Students have time to pack up at their lockers and proceed to buses.

Grade 8: 2:15 Students had pack up time between periods 6 and 7 and should report immediately to the buses.

CORRIDOR PASS

Students leaving a classroom must have a corridor pass properly authorized by the teacher whose room the student is leaving. If a student has made an arrangement to go to another teacher for purposes of make-up, etc., the student must obtain a corridor pass authorized by the teacher to whose room the student is to go. Teachers are urged to minimize student movement during scheduled classes.

THE LIBRARY

If a teacher would like to bring his/her class to the library for research, book talks, recreational reading, or computer use, the teacher will check with the librarian in advance for scheduling and pre-planning. The teacher will support library rules and procedures while visiting the library.

If a teacher is unable to cover his/her regular scheduled class due to IEP meetings, illness, or other conflict, and needs to send students to the library solely for supervision purposes (rather than library work), the teacher will check with the librarian in advance that she will be available to supervise the students. If any student becomes a nuisance in this situation, that student will be assigned to the office, rather than the library, in the future, during times of needed coverage.

GUIDANCE

Guidance services are available for every student in the school. These services include assistance in dealing with academic and social issues, educational planning, interpretation of test scores, career information, and help with home, school, or peers. Students are encouraged to seek a counselor's assistance with any or all types of concerns or questions.

Students seeking a conference with a counselor should give their name to the guidance secretary or make an appointment directly with the counselor. Students will be issued passes indicating the meeting time with the counselor. These passes should be okayed by the appropriate classroom teacher prior to the student's arrival at the guidance office.

SECRETARIAL SERVICES

SCHOOL OFFICE

Teachers are asked to refrain from asking the office secretary to do personal work, typing, or duplicating of materials. The office staff will be happy to assist teachers in securing supplies or with

locating materials. Teachers are requested to use the equipment supplied in the teachers' room. The school secretary will appreciate your understanding and cooperation.

LISTS

Any list of students, such as sections lists, or report cards, are to be alphabetized and checked before being turned in. This saves hours of clerical work and allows the office to give you better service. Alphabetical lists of students by grade or team may be requested by a team leader.

DOVER-SHERBORN MIDDLE SCHOOL - HEALTH CARE GUIDELINES

A nurse is in the school from 7:20.m. - 3:00 p.m. every school day and will respond in any emergency or other situation for which she is called.

Teachers should notify the office for nurse assistance when a student:

- Complains of pain (abdominal, joints, extremities, injury, headache, etc.)
- Appears to be flushed or pale
- Is bleeding
- Is wheezing heavily
- Is bee stung and allergic
- Is having a diabetic reaction
- In your judgment, may need to be seen by the nurse

Other Health Items to Know:

- Tissue, band aids, feminine hygiene items and other necessary needs can be found in the nurses office
- All medications are to be dispensed by the school nurse. Students take responsibility for taking medication on time
- **Teachers are not to dispense any medications to students.**
- **Students with medical conditions:** A complete list of students with specific conditions will be provided to guidance, team leaders and the Headmaster.

EMERGENCY MEDICAL PROCEDURE

The first adult to determine an emergency situation should:

- a. NOTIFY THE SCHOOL OFFICE, **DIAL 7100**, GIVING EXACT LOCATION OF THE INJURED PERSON AND A BRIEF STATEMENT OF WHAT HAS HAPPENED.
- b. STAY WITH THE VICTIM UNTIL REPLACED BY SOMEONE WITH MORE MEDICAL EXPERIENCE (EMT - NURSE - DOCTOR).

ACCIDENT REPORT

The Dover-Sherborn Public School Accident Form is to be used to report an accident. Any accident or injury to a student is to be reported to the school nurse. The nurse will be responsible for notifying the parents of the student or the staff person's family. A single copy of the accident report should be completed by the school nurse with the assistance of others who were at the scene.

ASSEMBLIES

Assemblies are intended for all students and staff unless otherwise noted. It is expected that all staff and students will be in attendance.

ASSEMBLY PROCEDURES:

1. Teachers will accompany their class to the assembly, direct the seating of students, and sit with

- their students.
2. When arriving at the auditorium teachers will direct the students to the next available seats, filling the auditorium from front to rear.
 3. An administrator will be present at all assemblies.

PROCEDURES FOR USING THE AUDITORIUM

TEACHERS OR ORGANIZATIONS MUST COMPLY WITH THE FOLLOWING

1. The supervisor should contact the main office well in advance to ensure that the auditorium is free for a) The show date(s) b) Rehearsals and c) Technical days
2. The Building Use Form must be completed. Your need for special equipment (i.e. A-V equipment, mikes, etc.) should be included on this form.
3. The supervisor should contact the media technician to assemble a technical crew (sound & lighting).

STUDENT SCHEDULE CHANGES

All requests for schedule changes must originate with a guidance counselor.

If a request for a change comes from a parent, the contacted staff member should encourage the parent to discuss the change with the subject area teacher first and then the counselor.

The counselor will always discuss the possible schedule change with the student, and the subject area teacher. The counselor will design the student's new schedule once all the details and arrangements have been confirmed. The guidance office will distribute to appropriate teachers updated class lists one week prior to the switch of trimester and semester classes.

HOMEWORK POLICY

- Homework is to be assigned regularly. Middle school students should plan to receive homework in most subjects, most nights.
- The average amount of time each student should allot to homework per school night is:
6th grade = 1.5 hours; 7th and 8th grades = 2-2.5 hours
- Long-term assignments, such as projects and reports are in addition to the above guidelines.
- If a student is absent from school for a week or more, due to illness or accident, the appropriate team teachers will coordinate a schedule for all make-up work.
- Students have the responsibility to note all homework and to seek all assignments when absent.
- Teachers assign homework and encourage students to write it in their "agenda book" and check the teacher's homework posting on line.

TEXTBOOKS

1. All books issued to students must be stamped and numbered.
2. A student who loses a book during the year should be provided with another book within a week. Parents are to be notified of the value of the book and a check requested. Teachers are to follow up to ensure payment.
3. Teachers should conduct periodic book checks in order to control loss and flagrant misuse.
4. All books are to be covered by students.

TESTS

1. Notify students in advance of testing dates, give them reasonable time to prepare.
2. Respect and interest are gained when tests are corrected and returned promptly so that students may note their achievement.
3. It is advisable to keep a folder for each pupil comprised of test papers, etc. This material will have important use during conferences with students, parents, or guidance and administrative personnel.
4. Pertinent comments on test papers, compositions, etc. will help explain the grade.
5. Teachers are asked to communicate with one another so that two major tests are not given on the same day. Testing should be discussed at Team meetings.

MAKE-UP WORK

1. If students are absent for one or two days they are expected to call a reliable friend for missed assignments and/or check the teacher's web site.
2. Students will have the same amount of time as they were absent to make up work missed during that absence. For example, a one day absence will be given a one day make-up period; a one week absence will be given a one week make-up period, etc., unless the student makes special arrangements with the teacher.
3. Incomplete grades must be recorded within two weeks after the issuance of report cards.
4. Please coordinate makeup work with the guidance secretary.

PROMOTIONAL POLICY

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the Headmaster.

Parents of students who are in danger of non-promotion shall be notified in writing after the second report card has been issued. An intervention plan will be developed by the team teachers, guidance counselor, headmaster and parents(s). Monthly written reports will be mailed to the parents until the issuing of the final report card. Any student who fails two subjects **may not** be promoted.

LAPTOP PROCEDURES

PREPARING TO USE THE WIRELESS LAPTOP COMPUTERS.

Please see the tech integrator for a fifteen minute orientation. He will go over the laptop procedures, demonstrate proper use, detail common problems so that you can troubleshoot, and explain the rationale for this long list of procedures. He will also attend your first few classes with the laptops. Notebooks for signing up for the carts will be kept in the computer lab.

CLASSROOM PROCEDURES

Each laptop cart must have a power strip attached before it is plugged into an electrical output. When moving a cart from one room to another, be sure that the power strip accompanies the cart. Teachers must assign laptops to particular students in each class (*forms are available on each cart*). Teachers **MUST** hand out laptops from a cart. Teachers **MUST** replace laptops to a cart. Teachers must inspect each laptop (especially the keyboards) at the beginning and end of each class. Teachers must ensure that each laptop is shut down before they are replaced to a cart. Students should log off the network before shutting down their laptops. Teachers must ensure that the power source for each laptop is

securely connected to both a cart's power source and the laptop in order to charge the batteries. A cart must be locked if a teacher is not in the classroom and the key must be returned to the computer lab at the end of the day.

WHEN PROBLEMS ARISE

If you encounter a problem with a laptop not working properly please make IT aware of the situation.

STUDENT ABSENCE FOR NON-SCHOOL RELATED ACTIVITIES

The Dover-Sherborn Regional District administrative staff does understand that from time to time a parent must decide to have their child miss school. The usual circumstance is a medical appointment. Typically these appointments take only a part of the day and the student is in attendance for some classes. That same student is then able to collect homework and/or class handouts. (For extended illness at home, see the next section on Home or Hospital Education.)

However, there are other absences that are not acceptable and we discourage them. Students who are participating in non-school events (such as a sport, the arts, or other events) should not be taken from school to attend such events. Students should not arrive tardy to school due to a late night the previous day because they were performing or dancing or playing an instrument or participating in a sports activity. These absences are an unnecessary loss of academic time and create problems for many students as they attempt to follow-up on or catch-up with the work.

In cases where the student is attending an event that takes them from school for a week or more, **the student possesses the sole responsibility to gain the information needed to maintain appropriate performance in school.**

Teachers have no responsibility to prepare material that will address the topics that the student will miss.

The faculty will attempt to help the student and parent stay abreast of the required school work. Our goal is to help the students maintain academic skills and be prepared upon their return to the school program. If a parent decides to absent their child from DSMS during the school year for an extended family vacation or in order that the child might attend a sporting or artistic event, the faculty will:

- Provide the use of the appropriate text(s) and previously prepared teacher materials.
- Identify via email or memo the scope of the material to be covered in class during the student's absence.
- Notify the parent and student that assignments may be accessed on the web. It should be emphasized that such access will not equate to being present in any class and that some classroom handouts will be missed.
- School or DSMS teacher tests on material will not be forwarded to a tutor or school.
- DSMS teachers will not correct any tests given at the other site (school or tutor).
- Any grades given by the other school or tutor will not be included in the grade generated by DSMS teachers.
- Students will be graded on the work they complete while at DSMS. A portfolio of accomplished work is expected to be delivered to the team leader as the student returns to school. The teachers at DSMS will review and evaluate the material contained in the portfolio as a means of assessing the student's work while absent. **However, this material is not to be graded.**

RELIGIOUS DAY OBSERVANCES

The following procedures are to be followed by teachers:

- teachers will not conduct special or unique activities which will cause those students to miss out on an important curriculum event,
- teachers will not administer quizzes/tests on that day or the day following the religious holiday.
- teachers will keep homework expectations reasonable and the due date will be extended at least two days beyond the actual religious holiday.
- teachers will provide opportunity and time to make up any work missed on that day as defined in the student handbook,
- teachers will give extra help and additional support to those who require such attention, and
- teachers will not require projects or long term assignments due on the day of or the day after a religious holiday.

Teacher Responsibility: Teachers are expected to implement the procedure noted above. Teachers are also expected to support students who may miss school because of important out-of-school obligations.

NEW STUDENT REGISTRANTS

Guidance Department or Administrator will interview new student and parent.

- Place student in the appropriate level(s)
- Assign a buddy to introduce the new student to DSMS.

VISITORS

Student visitors to our classes are not allowed. The only student visitors are those students contemplating attending Dover-Sherborn Middle School. Such visits shall be arranged in advance by the administration upon written requests.

DOVER-SHERBORN SCHOOLS Policies on Hazing and Harassment

The prohibitions upon the hazing of students are contained at CH. 269, S.17, 18 and 19. Those sections provide as follows:

CH.269,S.17.Crime of Hazing; Definition; Penalty

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

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

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

CH.269,S.18 Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at

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

CH. 269, S.19. Hazing Statutes to be Provided; Statement of compliance and Discipline Policy Required.

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

Penalty: One to three days out-of-school suspension; police notification.

Harassment Policy

A. Description of Policy

General Statement

The Dover-Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, age, sexual orientation, or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning.

Definition of Harassment Forbidden by this policy For the purposes of this policy the term "harassment" shall be defined as conduct (verbal or physical) based on gender, race, religion, national origin, age, sexual orientation, or disability, that creates an intimidating, hostile or offensive educational or work environment and/or that unreasonably interferes with another individual's education or work performance.

Violative Conduct It is a violation of this policy for any teacher, student, or visitor to the school, administrator, or other school personnel to engage in harassment (as defined above) toward any person associated with the School System whether that harassment occurs on school grounds, or during school-related activities. Complaints of harassment will be investigated by school authorities in accordance with the procedures set forth below.

Sexual Harassment As special laws deal with the subject of sexual harassment, it is appropriate to review those provisions and their scope. Sexual harassment in public schools is sex discrimination, and therefore is prohibited by federal and state laws. Title IX of the Federal Education Amendments of 1972 (20 U.S.C. 1681) states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance".

The Massachusetts law on fair educational practices (Chapter 151C of the Massachusetts General Laws) also forbids sexual harassment in the schools. It defines sexual harassment as follows:

The term "sexual harassment" means any sexual advance, request for sexual favors and other verbal or physical conduct of a sexual nature when:

- a). submission to or rejection of such advances, requests or conduct is made, either explicitly or implicitly, a term or condition of the provision of the benefits, privileges or placement

- services, or as a basis for the evaluation of academic achievement, or
- b). such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Sexual harassment in employment is also forbidden by both federal and state laws. In Massachusetts, state law defines sexual harassment in the workplace as follows:

"Sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- a). submission to or rejection of such advances, requests or conduct is made, either explicitly or implicitly, a term or condition of employment or as a basis of employment decisions;
- b). such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increase, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and, in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place and/or education environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment on an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, picture, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

All employees and students should take special note that, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by the Dover-Sherborn Public Schools. Any conduct forbidden by the above state or federal statutes shall be considered volatile conduct and shall be actionable under this policy.

B. Complaint procedures

Any member of the Dover-Sherborn Public Schools who believes that she/he has been a victim of harassment (as defined above) by a teacher, pupil, visitor, administrator, or other personnel of the Dover-Sherborn Public Schools, or who has knowledge of any of the above should report the alleged acts as soon as possible. A harassment complaint may be made to the principal or to the Superintendent (508-785-0036). If the report is to someone other than the principal, it becomes the responsibility of that person to report the complaint to the principal in writing using the forms that are available in every principals office or in the office of the Superintendent of Schools. So that all members of the school community will be made secure in bringing forth complaints, a volunteer

member of the faculty from each building will be designated as an equity coordinator. Ideally, the equity coordinator will not be of the same gender as the principal. Upon receiving a complaint, the equity coordinator, or other member of the school community shall immediately notify the building principal who shall serve as the complaint hearing officer. The building principal or designee will immediately address the concern. Depending on the circumstances and seriousness of the incident, interventions can range from informal to formal. Informal interventions include immediately and effectively addressing the situation, for example, by encouraging people to identify the difficulty, talk it out, and agree on how to deal with it. If that does not work or if the situation warrants further action, a formal harassment complaint will be processed. Within five (5) working days, the principal shall forward all formal complaints to the Superintendent of Schools/Title IX/Chapter 622 coordinator. The hearing officer shall respect, as much as possible, the privacy of the complaint, the person against whom the complaint is filed, and all witnesses. **ALTHOUGH EFFORTS WILL BE TAKEN TO PROTECT CONFIDENTIALITY, THIS IS NOT ALWAYS POSSIBLE IN HARASSMENT INVESTIGATIONS.** In the event that students are involved in allegations as victim, perpetrator, or witnesses, the principal will notify the parents and/or guardians of the allegations in a timely manner using the appropriate discretion in the notification.

All complaints will be taken seriously. While rights of the individual will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility of any recurrence of the behavior. It is unlawful to retaliate against the person for filing the complaint of sexual harassment or for cooperating in an investigation of a complaint for sexual harassment. Retaliation against a complaint or witness will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

Reporting locations:

- Dover-Sherborn Public Schools, Office of the Superintendent, 157 Farm Street, Dover MA 02030
- Dover-Sherborn Regional High School, Office of the Headmaster, 9 Junction Street, Dover MA 02030
- Dover-Sherborn Regional Middle School, Office of the Headmaster, 155 Farm Street, Dover MA 02030
- Chickering School, Office of the Principal, 29 Cross Street, Dover MA 02030
- Pine Hill School, Office of the Principal, Pine Hill Drive, Sherborn MA 01770

C. Investigation procedures

The principal or designee shall consider every report of harassment seriously and shall investigate all report immediately. The Title IX/622 coordinator and other staff (e.g. school psychologist) shall assist the school hearing officer, as needed, in the investigation procedures and identification and delivery of all necessary services to concerned individuals.

The person issuing the complaint as well as the individual against whom the complaint is filed shall be separately interviewed, with the goal of resolving the complaint at this level. If resolved, parties will be notified and documentation describing the incident and subsequent resolution shall continue with the investigation by interviewing other knowledgeable parties. Documentation supporting or discounting the allegation shall become part of the investigation process. Whenever possible the principal shall complete the investigation and report within twenty (20) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are substantiated, the principal, or, in a case against an employee, the superintendent or principal must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop

offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge. Follow up will be conducted to insure that neither continued harassment nor retaliation occurs. As soon as the report is completed, all formal records of harassment shall be forwarded to the Superintendent/Title IX/622 coordinator and shall be kept in a different file; only the Superintendent/Title IX/622 coordinator shall have access to these files. Written findings will be provided to the concerned parties upon request to the legally permissible.

Concerned parties will have the right of appeal to the Superintendent of Schools within then (10) working day of receipt of the concluding report.

D. State and federal employee remedies

In addition to the above, an employee who believes he/she has been subjected to sexual harassment may file a formal complaint with either or both of the government agencies listed below. Using the above complaint process does not prevent an employee from filing a complaint with these agencies. It should be noted that each of the agencies has a short time period for filing a claim (EEOC-180 days; MCAD-6 months).The United States Equal Employment Opportunity Commission ("EEOC"); One Congress Street, 10th Floor, Boston MA 02114 (617)565-3200

The Massachusetts Commission Against Discrimination ("MCAD")

Boston Office: One Ashburton Place, Room 601, Boston MA 02108 (617)727-3990

Springdale Office: 424 Dwight Street, Room 220, Springfield MA 0110 (413) 739-2145

Adopted: Dover-Sherborn Regional School Committee, June 16, 1998; Dover School Committee, June 16, 1998; Sherborn School Committee, June 16, 1998

DS SCHOOLS REPORT REQUIREMENT FOR CHILD ABUSE AND NEGLECT M.G.L. CH 115, s.51A – 51F

Section 51A requires you to notify the Department of Social Services or the principal whenever, in your professional capacity, you have “reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition or who is determined to be physically dependent upon an addictive drug at birth”. Rather than notifying the Department directly, notify the principal, who will then report to the Department if appropriate.

Reporting Child Abuse and Neglect

To report possible child abuse or neglect in Massachusetts, **you must first file an oral report by calling the Child-at-Risk Hotline at 1-800-792-5200** to notify the appropriate area office of the Department of Children and Families (DCF). Even if you complete the 51A Report Form located below, you must also first phone DCF directly or the Child-at-Risk Hotline. For information on how to report child abuse and neglect outside of Massachusetts, please call the National Child Abuse Hotline, 1-800-4-A-CHILD.

DCF relies on reports from professionals and other concerned individuals to learn about children who may need protection. DCF receives reports on more than 100,000 children each year. Certain professionals are mandated to report child abuse and neglect (listed below); however, anyone can report child abuse and neglect. If you learn that a child has been abused or neglected, or if you are concerned that a child may be in danger of abuse and neglect, **please first call DCF and file an oral**

report immediately - before you mail or fax the 51A Report Form (located below). Qualified professionals are available 24 hours a day to take reports and address your concerns.

When you call DCF to report child abuse and neglect, please do your best to provide the following information:

- The name, address, sex, date of birth or approximate age, present whereabouts of the reported child or children, and any other children in the household;
- The names, addresses and telephone numbers of the child's parents or other persons responsible for the child's care;
- The primary language spoken by the child and the child's caretaker;
- If you are a mandated reporter: your name, address, telephone number, profession and relationship to the child;
- If you are a non-mandated reporter: your name, address, telephone number, profession and relationship to the child; or you may remain anonymous;
- The nature and extent of the abuse or neglect;
- Any evidence or knowledge of prior injury, abuse, maltreatment or neglect;
- Your opinion of current risk to the reported child and to any other child in the home or substitute care setting;
- If the above information was given to you by a third party, the identity of that person, unless the third party has requested anonymity;
- The circumstances under which you first became aware of the child's alleged injuries, abuse or neglect;
- Any action taken to treat, shelter or assist the child; and
- Any additional information you believe may be helpful in establishing the cause of the child's injury or the person responsible.

Form:

[Report of Child\(ren\) Alleged to be Suffering from Serious Physical or Emotional Injury by Abuse or Neglect \(PDF\)](#) | [RTF](#)

Mandated Reporters

Massachusetts law requires many professionals who work with children to notify DCF if they suspect that any child has been, or is at risk of being, abused or neglected.

Massachusetts law defines the following professionals as mandated reporters:

- Physicians, medical interns, hospital personnel engaged in the examination, care or treatment of persons, medical examiners;
- Psychologists, emergency medical technicians, dentists, nurses, chiropractors, podiatrists, optometrists, osteopaths;
- Public or private schoolteachers, educational administrators, guidance or family counselors;

- Office of Child Care Services licensors;
- Day care and child care workers, including any person paid to care for, or work with, a child in any public or private facility, or home or program funded or licensed by the Commonwealth, which provides day care or residential services. This includes child care resource and referral agencies, as well as voucher management agencies, family day care and child care food programs;
- Social workers, foster parents, probation officers, clerks magistrate of the district courts, and parole officers;
- Firefighters or police officers;
- School attendance officers, allied mental health and licensed human services professionals;
- Psychiatrists, and clinical social workers, drug and alcoholism counselors; and
- Priests, rabbis, clergy members, ordained or licensed ministers, leaders of any church or religious body, accredited Christian Science practitioners, or a person employed by a church or religious body to supervise, educate, teach, train or counsel a child on a regular basis.

Mandated reporters who are staff members of medical or other public or private institutions, schools or facilities, must either notify the Department directly or notify the person in charge of the institution, school or facility, or his/her designee, who then becomes responsible for filing the report. Should the designee/person in charge advise against filing, the staff member retains the right to contact DCF directly.

Massachusetts law requires mandated reporters to **immediately make an oral report to the Department of Children and Families (DCF)** when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. You should report any physical or emotional injury resulting from abuse, including sexual abuse; or any indication of neglect, including malnutrition; or any instance in which a child is determined to be physically dependent upon an addictive drug at birth.

After you file an oral report with DCF, a written report must be submitted to DCF within 48 hours after the oral report has been filed. Please note that any mandated reporter who fails to file required oral and written reports can be punished by a fine of up to \$1,000.00.

During the screening and investigation of a 51A Report, any mandated reporter who has information that she believes might aid the Department in determining whether a child has been abused or neglected shall, upon request by DCF, disclose the relevant information to the Department. Under the law, mandated reporters are protected from liability in any civil or criminal action, and from any discriminatory or retaliatory actions by an employer.

Mandated Reporters Guides:

- [Mandated Reporters Guide - English \(PDF\)](#) | [Word](#)
- [Mandated Reporters Guide - Spanish \(PDF\)](#) | [Word](#)

References to Massachusetts Law are citations from Chapter 119, sections 51A-E.

Dover-Sherborn Public School Nondiscrimination Statement

The Dover, Sherborn, and Dover – Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972: on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover-Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of race, color, sex, religion, national origin, or sexual orientation

Legal References:

Title I of the American Disabilities Act of 1990 – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment

Title II of the Americans with Disabilities Act of 1990 - prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities

Title VI of the Civil Rights Act of 1964 – prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, exclusion from participation, and denial of benefits based on disability

M. G. L. chapter 76 section 5 – prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation

PREGNANT STUDENTS

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before leave.

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school during the pregnancy.

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PLACEMENT	Source of Information	
		Data	Interview
CR 5 Reserved			
CR 6	<p>Availability of in-school programs for pregnant students</p> <ol style="list-style-type: none"> 1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. 2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>	<p>Policy statement regarding pregnancy</p> <p>Description of services provided which allow pregnant students to participate in all programs and services available to all other students</p>	<p>CR Coordinator</p> <p>Principals</p> <p>Guidance Staff</p> <p>School Nurses</p>

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	Source of Information	
		Data	Interview

ENGLISH LEARNER EDUCATION

Parents/Guardians of students whose primary language is not English may request that Dover Sherborn Public Schools translate school documents into their child's native language. Such documents may include, but not be limited to the following: Home Language Survey, Parental Waiver Application, Chickering Elementary School, Pine Hill Elementary School, Dover Sherborn Middle School and Dover Sherborn High School Student and or Parent/Family Handbooks, Dover-Sherborn Middle and Dover-Sherborn High Schools' Program of Studies.

Parents/guardians should contact their building principal and/or headmaster to request translated documents. Requests will be forwarded to the Assistant Superintendent of Schools. Translated

documents will be forwarded to the student's school in a timely manner. Additional requests after the first may be directed to the Assistant Superintendent of Schools at 508-785-0036.

- ✓ LEP students are assigned to classes in which the classroom teacher has some category training.
- ✓ LEP students receive services from an ESL teacher for as many periods as possible, depending on one's proficiency level.
- ✓ LEP students participate fully with their English-speaking peers and are provided support in non-academic courses.
- ✓ While LEP students have the opportunity to receive support services in a language that the students understands no student has requested such services in recent years.
- ✓ LEP students are taught the same curriculum as the general population and are held to the same academic, civic, and social expectations.
- ✓ The district uses grade appropriate content objectives for LEP students based on district curricula in English language arts, history and social studies, mathematics, and science and technology/engineering, taught by qualified teachers. Both the middle and high school are reported as 100% highly qualified as per NCLB credentialing guidelines.

Translators and translation services are readily available to all LEP students and their families.

REQUEST FOR TRANSLATION

A parent/guardian of a student in the Dover, Sherborn and Dover-Sherborn Schools may receive a copy of this document translated into their native language by contacting the office of the assistant superintendent of schools, 157 Farm Street, Dover, MA 02030.

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn y Dover-Sherborn quisiera recibir una copia de este documento traducido a su idioma nativo, puede contactar la oficina de la asistente del superintendente de escuelas: 157 Farm Street, Dover Ma 02030

Qualquer pais ou responsáveis de un estudante das cidades de Dover ou Sherborn que estudam nas escolas Dover-Sherborn podem solicitar uma cópia desse documento na sua lingua nativa entrando em contato com a secretaria da Direção no endereço abaixo: 157 Farm Street, Dover MA 02030.

MCKINNEY-VENTO HOMELESS EDUCATION

- Usually sleeps on someone's couch or in a car or in an abandoned building
 - Lives with relatives or friends
 - Lives in a temporary trailer park or campground
 - Lost or left your/his/her home
- ...there are some things you should know about.

Students without a permanent place to live have the right to:

- Go to school, including public pre-school
- Obtain free lunch
- Receive transportation, if requested
- Participate in school programs (like athletics and other student activities)
- Receive the same support and services provided to all students, as needed

For more information or questions, please contact the homeless liaison for the Dover, Sherborn, and Dover Sherborn Schools, Assistant Superintendent of schools at 508-785-0036.

FIELD TRIPS OR TEAM ACTIVITY GUIDELINES

Note: See also FIELD TRIP RELEASE FORMS in appendix. Important!

All Field Trips (usually of one day duration) are designed to enhance the academic study of the students. Each student participating **must have a completed Field Trip Release Form (see appendix) signed by the parent.** All details of each field trip will be given to students and parents well in advance of the trip. Teacher (and some parent) chaperones will provide supervision on the trip will provide supervision on the trip and at a ratio of adult-to-child that allows safe management. (NOTE: Parent chaperones should be confirmed through the office.)

General Guidelines

Before discussion of a planned field trip occurs at team meeting, tentative approval for a field trip must be obtained from the Headmaster and when appropriate, from the Superintendent. The following information will be provided at the meeting with the Headmaster.

- a. The general goal(s) of the field trip.
- b. An estimate of the cost.
- c. Trip itinerary.
- d. The number of chaperones needed to ensure safety.
- e. Plans to raise funds for scholarships.
- f. Other important information.

The Headmaster will decide the appropriate channel(s) of communication to inform the remainder of the school staff the specifics of the event.

Release Forms must be distributed to students, signed by parent or guardian and returned to the school. (See appendices)

If necessary, parent chaperones should be contacted.

Teachers involved in the field trip should agree on the purpose and subject matter of the trip. Teachers should develop appropriate class work in preparation for a trip, give students assignments to be completed during the out of school experience and develop follow up work after the field trip.

Field trips will not be scheduled during the final week of a marking term or when a religious holiday is being observed.

- As soon as the date of a projected school trip is finalized and a tentative list of students attending is prepared, the trip sponsor will inform the school nurse who will determine whether special preparations or precautions will be necessary for individual students. The nurse will confirm plans for necessary medications or treatments with students and parents and will provide this information to include with the First Aid Kit(s) to be carried by the trip sponsor. Generally, students will carry any medication prescribed for them but will take them only in the presence of a designated chaperone. A conference may be necessary among sponsor, nurse and parents for students who have health problems.
- The Cafeteria Manager or cafeteria personnel should be notified as to the number of students who will not be eating lunch on the day of the trip. This notification should be given as soon as the date of the trip is finalized, but no less than one week in advance.
- The use of private cars is discouraged for insurance reasons. However, field trips involving the use of private cars should be discussed with the Headmaster.
- A list of students who are going on a field trip or a list of students not participating will be issued to all staff members at least one week in advance of the field trip. An accurate updated list must be given to the Main Office on the day of departure.
- If a member of staff feels that a student(s) whose name is on the list should not attend for academic or other reasons, the matter will be discussed with the teacher sponsoring the field trip, the administration, the student(s) and parents. The student and parent will be notified in writing by the Headmaster and Team Leader indicating the reason(s) for the exclusion from the trip.
- Teachers not involved with the field trip will be responsible for any necessary student coverage. Plans for coverage should be submitted to the Headmaster at least two days in advance of the field trip by the person responsible for the trip.

DAY FIELD TRIPS

All field trips that are for the school day should follow the "General Guidelines". In addition, the following procedures should be followed:

- After receiving approval of the Headmaster, plans for all field trips of team activities should first be discussed with the Team Leader, and then presented to the Team.
- Bus Arrangements:**
All requests for busses to be used for field trips must have the enclosed form filled out and FAXED to Connolly Bus (**FAX # is 508 653-7519**). A confirmation of your bus order will be FAXED back to you within two business days.
- The field trip sponsor should obtain a First Aid Kit and a list of students with special medical concerns from the school nurse prior to departure time.

Return times of buses must be as ordered. A 2:00 p.m. return means back at school unloaded. **CALL TWO DAYS BEFORE FIELD TRIP TO VERIFY!** 653-8262

OVERNIGHT FIELD TRIPS

An overnight field trip experience for early adolescent children is a major undertaking of the school staff. These experiences are encouraged but will require planning and School Committee approval. All such trips must be discussed with the Headmaster before planning begins.

DIGITAL CITIZENSHIP AND INTERNET ACCEPTABLE USE POLICY

1. Introduction and Purpose

The Dover Sherborn Public Schools believe in providing all students, staff and teachers with access to electronic resources that promote educational excellence, sharing of information, innovative instruction and online communication. It is our belief that the importance of technology accessibility and access to the abundance of resources on the Internet is critical for delivery of all educational content.

Online access and responsible communication is critical for all learners to apply 21st-century skills to keep students safe and comply with the Children's Internet Protection Act (CIPA), the Acceptable Use Policy is put in place, reviewed and approved by School Committee annually to comply with existing law and balance the desire to use technology with the need to protect the Schools from unnecessary liability.

This Acceptable Use Policy is written for all those who use school provided network connections. These connections may be used for educational purposes employing tools such as interactive websites, blogs, podcasts, video conferencing, wikis, and access to E-Learning platforms as well as performing research. The use of these tools must be consistent with the educational objectives of the Schools.

All students, faculty and staff in the Dover Sherborn Public Schools will be provided access to the Internet via a network login using school owned desktops or laptops or via wireless access on any electronic device be it school owned or personally owned. It is understood that all users will have reviewed and adhere to our guidelines for network, Internet and electronic device access.

2. Schools' Responsibilities

In compliance with the Child Internet Protection Act of 2000, which places a duty on the Schools to protect students from inappropriate material on the Internet, the Schools take precautionary measures to protect children from exposure to inappropriate materials, including filtering access to the Internet. The Schools ensure that all school owned computer systems are protected and secure.

All files and messages created, retrieved and/or stored on school equipment using the Schools' network or Internet are the property of the Dover Sherborn Public Schools and should not be considered confidential, consistent with the Electronic Communication Privacy Act. All network and email accounts are provided to all students (grades 6-12), staff, administrators, and faculty and are supported by the IT Department. All email messages created with the school-provided email system are archived for a minimum of seven years. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

3. User Responsibilities

All network resources require a network password to access. It is the sole responsibility of the user to keep his/her password secure and to change your password often. If you feel that your password has been compromised, it is your responsibility to notify the IT Department and request a password change.

It is a violation of this agreement for any user to share/use his/her password.

Digital Responsibility

4. Online/Network Etiquette

Users are expected to learn and to abide by generally accepted rules of online network etiquette, as well as rules of schools' handbooks. These include respect and responsibility as well as avoidance of vulgar language. Try to avoid sarcasm and humor; without face-to-face communication, your *comments* may be misinterpreted or viewed as criticism. Harassing, bullying, swearing, vulgarities, suggestive, obscene, threatening or abusive language of any kind is not acceptable. Online access is not allowed to make or distribute jokes or stories, cyberbully, obscene material or material that is based on inappropriate remarks or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientations.

5. Websites, Social Networking, blogging, wikis, podcasting, video or other Web 2.0 tools are considered an extension of classroom collaboration and communication. Whether at school or home, any speech that is considered inappropriate in the classroom is also inappropriate in all use of blogs, wikis, podcasts and other Web 2.0 tools. Students using these communication tools are expected to act safely by keeping all personal information out of their posts. Comments made on school related blogs should follow the rules of online etiquette described above and will be monitored by school personnel. If comments or posts are inappropriate, they will be deleted.

6. Messaging/Email

Teachers may incorporate: email, blogs, podcasts, video conferencing, online collaborations, instant messaging, texting, Virtual Learning Environments and other forms of direct electronic communications (i.e. cell phones, PDAs, cameras) or Web 2.0 applications for educational purposes. Although teachers monitor student online activity, it is the direct responsibility of the user to comply with this Acceptable Use Policy.

7. Plagiarism

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as, but not limited to, graphics, movies, music,

and text. Plagiarism of Internet resources will be dealt with consistent with existing disciplinary guidelines relating to plagiarism.

8. Copyright/Licensing

The Schools strongly condemn the illegal distribution (otherwise known as pirating) of software; making available copyrighted software or other content that has had the copyright protection removed; making available serial numbers for software that can be used to illegally validate or register software; making available tools that can be used for no purpose other than for "cracking" software or other copyrighted content. Abuse in this area may result in suspension or termination of network access privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Schools. In addition, if such conduct constitutes a violation of law, criminal prosecution may result. All users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.

9. Proxies

The use of anonymous proxies to circumvent the content filter is strictly prohibited and is a direct violation of this agreement. If you have a legitimate reason to believe that a site being blocked should be unblocked, please submit the URL of the blocked site to the IT Department for review.

10. Additional Illegal Activities

Use of the network for any illegal activities is prohibited. Illegal activities include, but are not limited to: (a) tampering with computer hardware or software, (b) unauthorized entry into computers and files (hacking), (d) knowledgeable vandalism or destruction of equipment, (e) deletion of computer files belonging to someone other than oneself, (f) gambling, (g) posting inappropriate content (including but not limited to images, video, audio and comments) can result in disciplinary consequences as well as potential legal charges. Users must be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution. Please be advised, it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and student's parent or guardian.

11. Bullying & Cyberbullying

Please see the [Dover Sherborn Public Schools Bullying Prevention-Intervention Plan](http://www.doversherborn.org) found at www.doversherborn.org or available in hard copy at any school.

- a. Bullying, as defined in M.G.L. c. 71, § 37O is the repeated use by one or more students 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 herself or of damage to his or her 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.

- b. Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- c. Hostile environment, as defined in M.G.L. c. 71, § 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.

12. Terms and Conditions

The Schools reserve the right to deny, revoke or suspend specific user privileges and or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of these Guidelines. The District will advise appropriate law enforcement agencies of illegal activities conducted through the Dover Sherborn Network Connection. The Schools also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

School administration reserves the right to amend this policy at any time without prior notice.

Personal Electronic Devices (PEDs)

PED Definition: Personal Electronic Devices whose main purpose are for personal entertainment and/or communication, such as, but not limited to: cell phones (such as, but not limited to, smart phones, feature phones, dumb phones), iPods, iPads, digital cameras, video cameras, MP3 players, laptops, netbooks, and e-Readers (such as, but not limited to, Kindles and Nooks) that are student-owned.

PED Overview: Increased student use of school and personal electronic devices (PEDs) has the potential for both positive and negative consequences. PEDs can help to enhance the learning environment, and many schools have incorporated them in teaching and learning with much success. However, student use of PEDs can be abused in such a way that it negatively affects students, teachers, and the overall school environment. This policy is intended to support the benefits of PEDs use while curtailing possible abuses.

PED Unacceptable Use: The following behaviors related to the use of PEDs are unacceptable at all times: making threats, cyber-bullying, taking photos without first obtaining the written consent from the individuals involved before taking photos, taking videos without first obtaining the written consent from the individuals involved before the recording of sound or video, sexting, plagiarism, cheating, copyright violation. Engaging in these types of behaviors can result in disciplinary consequences as well as potential legal charges.

PED Classroom Standards: Teachers will select a classroom standard regarding the use of PEDs in his or her classroom. Each teacher (and other staff such as, but not limited to the librarian and nurse) will select a PED Usage Level for his or her classroom (or specific section of the school campus - the

auditorium, cafeteria, library or nurses room for example) and communicate expectations clearly to the students as well as consequences should there be a violation from the designated standard. The PED Usage Levels are as follows:

- **PED Usage Level 1:** Personal Electronic Devices (PEDs) are not allowed in this classroom.
- **PED Usage Level 2:** Personal Electronic Devices (PEDs) are sometimes allowed in this classroom based on the curriculum for that course. In addition, certain features of various PEDs may be allowed while other features may not be allowed. For example, the iPod feature of a cell phone may be allowed but the texting feature of a cell phone may not be allowed.
- **PED Usage Level 3:** Personal Electronic Devices (PEDs) are always allowed in this classroom based on the curriculum for that course.

Responsibility: Students who bring PEDs to school do so at their own risk. It is the responsibility of the students to treat their PEDs with respect and to protect them to prevent theft or damage.

Off Campus: The Acceptable Use Policy for PEDs also applies to students during off-campus school events. These events include but are not limited to, athletic events, field trips, camps and other extra-curricular activities.

Emergency Situations: During fire drills, emergency situations when being spoken to by an adult, the student should remove both “ear buds” and address the adult or situation at hand.

Tests and Exams: All PEDs must be switched off during tests and other exams. Failure to do so may be regarded as cheating.

Assemblies: All PEDs must be switched off during assemblies and other events such as, but not limited to, listening to a guest speaker in a classroom.

PED Violations: Students and parent(s)/guardian(s) should consult with their child’s school’s handbook for information regarding violations,

The Schools reserve the right to amend this policy at any time without prior notice.

USER CONTRACT

I understand and will abide by the Digital Citizenship and Internet Acceptable Use Policy. I have received a copy of the Policy and am aware there is a copy of the document maintained on the Dover-Sherborn Public Schools web site. I further understand that any violation by me of the terms of the Policy may result in the suspension or revocation of my Network and/or Internet privileges and may also result in school disciplinary action. If a violation constitutes a criminal offense, appropriate legal action may be taken. I further agree to indemnify the Dover-Sherborn Public Schools for any losses, costs or damages, including reasonable attorney's fees, incurred by the Dover-Sherborn Public Schools relating to or arising out of any violation by me of the Network and Internet Acceptable Use Policy.

Name (please print) : _____

Signature: _____

Date: _____

PARENT/GUARDIAN CONTRACT
(for Users under 18 Years of Age)

Student's Name: _____

As parent/guardian of the above-named student, I have read the Network and Internet Acceptable Use Policy. I understand that this access is designed for educational purposes. I recognize that some controversial materials exist on the Internet. I have discussed with my son/daughter his/her responsibilities regarding the use of the Dover-Sherborn Public Schools' Network and Internet access. My son/daughter understands and agrees to follow the Network and Internet Acceptable Use Policy of the Dover-Sherborn Public Schools. I understand that any violation by my son/daughter of the terms of the Network and Internet Acceptable Use Policy may result in the suspension or revocation of his/her Network and/or Internet privileges and may also result in school disciplinary action. I will not hold the Dover-Sherborn Public Schools liable or responsible for any materials my son/daughter accesses, acquires or transmits via the Dover-Sherborn Public Schools' computer network and/or Internet connection. I hereby give permission for my son/daughter to use the Network and Internet at school. I further agree to indemnify the Dover-Sherborn Public Schools for any losses, costs or damages, including reasonable attorney's fees, incurred by the Dover-Sherborn Public Schools relating to or arising out of any violation by my son/daughter of the Network and Internet Acceptable Use Policy.

Parent/Guardian Name (please print) : _____

Signature: _____

Date: _____

**DOVER, SHERBORN
AND
DOVER-SHERBORN REGIONAL SCHOOL COMMITTEES
AND
CENTRAL OFFICE ADMINISTRATION**

2018-2019

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

CHAIRPERSON:

Lori Krusell

VICE-CHAIRPERSON:

Anne Hovey

SECRETARY:

Clare Graham

MEMBERS:

Dana White

Judi Miller

Maggie Charron

CENTRAL OFFICE ADMINISTRATION

Dr. Andrew Keough, Superintendent of Schools

Ms. Elizabeth McCoy, Assistant Superintendent of Schools

DOVER-SHERBORN MIDDLE SCHOOL PERSONNEL

2018-2019

Headmaster: Scott Kellett

Assistant Headmaster: Stephen Wroblewski

Computers: Sandra Sammarco

Custodial Staff: Dave Bonavire-Head Custodian
Jack Waters
Dave Pizillo
Lenin Sanchez
TBA

English Department:

Joanne Draper
Maria Fiore
Kevin McIntosh
Julie McKee
Veronica Moy
Kimberly Wynn
Janel Pudelka
Leigh Simon
Laura Sukys

Guidance: Tawny Desjardins
Heidi Loando
Joelle Sobin
Kara McAuliffe

Library: Olive Woodward

Mathematics: Carmel Bergeron
Brooke Ehle
Kerry Hennessy
Dianne Kee
Toni Milborn
Kathy Moloy
Erin Newman
Karen Raymond
Marsha Sirull

METCO: Monique Marshall-Veale (Coordinator)

Music: Thomas Duprey
Geoffrey Herrmann
Janice Barry

Nurse: Margaret Parsons

Physical Education:

Dara Johnson
Brian McLaughlin
Andrea Merritt
Alyssa Wesoly

Practical and Fine Arts:

Brett McCoy (Engineering)
Sarah Richards (Art)
Cathy Simino (Art)

Secretarial Staff:

Katey Lonergan
Diane Morales
Sharon Tehan

Science:

Heather Bond
Ana Hurley
Mary Memmott
Lori Morgan
Mark Thompson
Adam Wiskofske

Social Studies:

Sara Collins
Jason Criscuolo
Wendy Lutz
Angelo Macchiano
Kim Phelan
Allison Rice

Special Education:

Chris Allen
Jill Arkin
Donna Bedigan
Maura Cavanaugh
Meaghan Collins
Judy Goen
Lauren Lamanna
Kerry Laurence
Kelley Lonergan
Marilyn Mahoney
Zachary Mazzone
Jennie Morgan
Lauree Ricciardelli
Amanda Rogers
Anita Sebastian
Natalia Shea
Bryan Narcisse
Kelly Menchin
Christine King
Kasey Fraser
Abby Bosteels

World Language:

Christine Babson
Carey Dardompré
Leonie Glen
Maria Laskaris
Jessica Rymut

Allison vonRohr
Richard Waterman

DOVER SHERBORN MIDDLE SCHOOL

DAILY BELL SCHEDULE

Lunch 1		Lunch 2	
Period 1	7:40 - 8:35	Period 1	7:40 - 8:35
Period 2	8:38 - 9:28	Period 2	8:38 - 9:28
Period 3	9:31 - 10:21	Period 3	9:31 - 10:21
<i>1st Lunch</i>	10:24 - 10:49	Period 4	10:24 - 11:11
Period 4	10:52 - 11:39	<i>2nd Lunch</i>	11:14 - 11:39
Period 5	11:41 - 12:31	Period 5	11:41 - 12:31
Period 6	12:34 - 1:24	Period 6	12:34 - 1:24
Period 7	1:27 - 2:10	Period 7	1:27 - 2:10

**DOVER SHERBORN MIDDLE SCHOOL
2018-2019**

Morning Assembly Schedule

Lunch One		
Period	Start Time	End Time
1	7:40 AM	8:15 AM
Assembly	8:20 AM	9:20 AM
2	9:25 AM	9:50 AM
3	9:53 AM	10:18 AM
Lunch	10:21 AM	10:46 AM
4	10:49 AM	11:39 AM
5	11:41 AM	12:31 PM
6	12:34 PM	1:24 PM
7	1:27 PM	2:10 PM

Lunch Two		
Period	Start Time	End Time
1	7:40 AM	8:15 AM
Assembly	8:20 AM	9:20 AM
2	9:25 AM	9:50 AM
3	9:53 AM	10:18 AM
4	10:21 AM	11:11 AM
Lunch	11:14 AM	11:39 AM
5	11:41 AM	12:31 PM
6	12:34 PM	1:24 PM
7	1:27 PM	2:10 PM

Afternoon Assembly Schedule

Lunch One		
Period	Start Time	End Time
1	7:40 AM	8:35 AM
2	8:38 AM	9:28 AM
3	9:31 AM	10:21 AM
Lunch	10:21 AM	10:46 AM
4	10:49 AM	11:39 AM
5	11:41 AM	12:06 PM
6	12:07 PM	12:34 PM
7	12:37 PM	1:02 PM
Assembly	1:08 PM	2:08 PM

Lunch Two		
Period	Start Time	End Time
1	7:40 AM	8:35 AM
2	8:38 AM	9:28 AM
3	9:31 AM	10:21 AM
4	10:24 AM	11:11 AM
Lunch	11:14 AM	11:39 AM
5	11:41 AM	12:06 PM
6	12:07 PM	12:34 PM
7	12:37 PM	1:02 PM
Assembly	1:08 PM	2:08 PM

60 minute delay bell schedule

Lunch One		
Period	Start Time	End Time
1	8:40 AM	9:12 AM
2	9:15 AM	9:45 AM
3	9:48 AM	10:21 AM
Lunch	10:24 AM	10:49 AM
4	10:52 AM	11:39 AM
5	11:41 AM	12:31 PM
6	12:34 PM	1:24 PM
7	1:27 PM	2:10 PM

Lunch Two		
Period	Start Time	End Time
1	8:40 AM	9:12 AM
2	9:15 AM	9:45 AM
3	9:48 AM	10:21 AM
4	10:24 AM	11:11 AM
Lunch	11:14 AM	11:39 AM
5	11:41 AM	12:31 PM
6	12:34 PM	1:24 PM
7	1:27 PM	2:10 PM

90 Minute Delay Bell Schedule

Lunch One		
Period	Start Time	End Time
1	9:05 AM	9:45 AM
2	9:48 AM	10:21 AM
Lunch	10:24 AM	10:49 AM
3	10:52 AM	11:39 AM
4	11:42 AM	12:18 PM
5	12:21 PM	12:57 PM
6	1:00 PM	1:36 PM
7	1:39 PM	2:10 PM

Lunch Two		
Period	Start Time	End Time
1	9:05 AM	9:45 AM
2	9:48 AM	10:21 AM
3	10:24 AM	11:11 AM
Lunch	11:14 AM	11:39 PM
4	11:42 AM	12:18 AM
5	12:21 PM	12:57 PM
6	1:00 PM	1:36 PM
7	1:39 PM	2:10 PM

120 Minute Delay Bell Schedule

Lunch One		
Period	Start Time	End Time
1	9:40 AM	10:10 AM
2	10:13 AM	10:43 AM
Lunch	10:46 AM	11:11 AM
3	11:14 AM	11:49 AM
4	11:52 AM	12:24 PM
5	12:27 PM	12:58 PM
6	1:01 PM	1:32 PM
7	1:35 PM	2:10 PM

Lunch Two		
Period	Start Time	End Time
1	9:40 AM	10:10 AM
2	10:13 AM	10:43 AM
3	10:46 AM	11:21 AM
Lunch	11:24 AM	11:49 PM
4	11:52 AM	12:24 AM
5	12:27 PM	12:58 PM
6	1:01 PM	1:32 PM
7	1:35 PM	2:10 PM

APPENDIX

- I. Field Trip Release Forms**
- II. Board of Fire Prevention Regulations**
- III. Restraint Procedures**
- IV. DCAP (District Curriculum Accommodation Plan)**
- V. IST (Instructional Support Team)**
- VI. Educational Assessment: Part B**
- VII. Also...Please refer to the Student Parent Handbook Appendix**
- VIII. Child Abuse & Neglect Reporting-Guide for Mandated Reporters**
- IX. 51A Form**

RELEASE FOR LOCAL FIELD TRIPS

I/we, the parent(s)/guardian of _____, (the student) hereby acknowledge and agree that the student will be participating in a field trip to _____ on _____ . The student will be under the supervision of his/her regular classroom teacher. Transportation will be by _____ .

I/we hereby release and discharge the Town of Dover, the Town of Sherborn, the Dover School Committee, the Sherborn School Committee and the Dover-Sherborn Regional School Committee, their officers, employees, volunteers, agents, and other personnel (hereafter referred to collectively as "Dover-Sherborn") from any and all claims, damages, losses or expenses of whatever kind or nature arising out of or resulting directly or indirectly from the student's participation in the field trip. I/we agree to defend and indemnify Dover-Sherborn against any claim, damage, loss or expense of whatever kind or nature that arises from the student's intentional, grossly negligent or reckless acts of omissions while participating on the field trip.

I/we hereby give our consent to the student's participation in the field trip and for administration of emergency first aide to the student and/or transfer of the student to a medical facility. I/we hereby authorize Dover-Sherborn's employee(s) or agent(s) who is supervising the student to act on our behalf in authorizing and consenting to emergency medical care for the student while participating in the field trip. This document may be presented to the appropriate emergency medical staff at such time as emergency medical care may be required. I/we hereby release and discharge Dover-Sherborn from any all claims of any nature whatsoever which may arise out of the decision to provide emergency care.

Parent/Guardian Signature
Date

Parent/Guardian Signature
Date

Name of Student: _____

School: _____

Phone number where parents can be reached in an emergency: _____

**Note that field trips are an optional part of the curriculum and each student is expected to attend only if parental permission is granted. Absent parental permission, the students is expected to report to school on the date of the field trip.

8/19/2003

RELEASE FOR OVERNIGHT FIELD TRIPS

PERMISSION AND RELEASE FORM FOR STUDY TRIP TO _____

I/we, _____,
_____, parent(s) and/or guardian of _____

a minor who is a student of the Dover-Sherborn Regional School District, hereby grant(s) permission to the Town of Dover, the Town of Sherborn, the Dover School Committee, the Sherborn School Committee and the Dover-Sherborn Regional School Committee, their officers, employees, volunteers, agents, and other personnel (hereafter referred to collectively as "Dover-Sherborn") for my/our child to participate in a school trip to _____ from _____ to _____. It is my/our understanding that Dover-Sherborn Regional Schools' teachers and staff will accompany the group.

I/we do hereby forever release, acquit, discharge and covenant to hold harmless, Dover-Sherborn and its employees who are accompanying the student on the aforementioned trip, from all actions, causes of action, claims, demands, damages, loss of services, expenses and compensation on account of, or in any way growing out of any and all personal injuries and property damage which may result at any time during the trip, and which we may hereafter have as the parent(s) or guardian of said child, as well as all claims or rights of action for damages which the said child may hereafter have either before or after he/she has reached majority.

I/we further promise to bind myself/ourselves jointly and severally to reimburse the Dover-Sherborn any sum of money which it/they may be compelled to pay because of any injury or damage or for any other reason, on behalf of said child while on said trip. I/we further agree that should said child behave in a manner that in the judgment of the trip leaders/chaperones may endanger the health, safety, or welfare of that student or others in the group, including any infraction of the alcohol/drug rules, the group leader, acting in his/her sole discretion, has my/our permission to send my/our child home. I/we hereby assent to the following

1. Space will be secured on the next available flight to Boston, and my/our child will be placed on such flight.
2. I/we shall be totally responsible for reimbursing any and all expenses for such transportation for my/our child and there will be no refund for any unused portion of the trip.

3. Upon notification of the decision to send my/our child home, I/we agree to meet and be responsible for my/our child upon his/her arrival in Boston.

**If trip is within the United States and bus or train transportation is readily available, this will be used in place of air transportation.

I/we agree that the decision to send my/our child home is within the sole discretion of the group leader/chaperone.

I/we have been notified that my/our child will have a certain amount of time each day when he/she may not be with a chaperone. He/she will be responsible for managing time spent on his/her own in accordance with the schedule of activities established for the group.

The Dover-Sherborn Superintendent of Schools reserves the right to cancel any trip to and including the date of departure, and the parent(s)/guardian will be responsible for any monies already paid toward this trip.

By signing this document, I hereby acknowledge that I have read the above text carefully before signing and I agree to all of the above terms.

Parent
Date

Parent
Date

Student (if age 18 or over)
Date

RELEASE FOR INTERNATIONAL FIELD TRIPS

PERMISSION AND RELEASE FORM FOR STUDY TRIP TO _____
_____.

I/we, _____,
_____, parent(s) and/or guardian of _____

_____ a minor who is a student of Dover-Sherborn Regional School District hereby grant(s) permission to the Town of Dover, the Town of Sherborn, the Dover School Committee, the Sherborn School Committee and the Dover-Sherborn Regional School Committee, their officer, employees, volunteers, agents and other personnel (hereafter referred to collectively as "Dover-Sherborn") for my/our child to participate in a school trip to _____ from _____ to _____ ("the trip"). It is my/our understanding the Dover-Sherborn Regional Schools' teachers and staff will accompany the group.

I/we do hereby forever release, acquit, discharge and covenant to hold harmless Dover-Sherborn and its employees who are accompanying the student on the aforementioned trip, from all actions, causes of action, claims, demands, damages, loss of services, expenses and compensation on account of, or in any way growing out of any and all personal injuries and property damage which may result at any time during the trip, and which we may hereafter have as the parent(s) or guardian of said child, as well as all claims or rights of action for damages which the said child may hereafter have either before or after he/she has reached majority.

I/we do further promise to bind myself/ourselves jointly and serve rally to reimburse Dover-Sherborn for any sum of money which it/they may be compelled to pay because of any injury or damage or for any other reason, on behalf of said child while on said trip. I/we further agree that should said child behave in a manner that in the judgment of the trip leaders/chaperones may endanger the health, safety, or welfare of that student or others in the group, including any infraction of the alcohol/drug rules, the group leader, acting in his/her sole discretion, has my/our permission to send my/our child home. I/we hereby assent to the following:

1. Space will be secured on the next available flight to Boston, and my/our child will be placed on such flight.
2. I/we shall be totally responsible for reimbursing any and all expenses for such transportation for my/our child and there will be no refund for any unused portion of the trip.
3. Upon notification of the decision to send my/our child home, I/we agree to meet and be responsible for my/our child upon his/her arrival in Boston.

I/we agree that the decision to send my/our child home is within the sole discretion of the group leader/chaperone.

I/we have been notified that my/our child will have a certain amount of time each day when he/she may not be with a chaperone. He/she will be responsible for managing time spent on his/her own in accordance with the schedule of activities established for the group.

The Dover-Sherborn Superintendent of Schools reserves the right to cancel any trip up to and including the date of departure, and the parent(s) /guardian will be responsible for any monies already paid toward this trip.

By signing this document, I hereby acknowledge that I have read the above text carefully before signing and I agree to all of the above terms.

Parent

Date

BOARD OF FIRE PREVENTION REGULATIONS

527 CMR 10.09(5)

EFF:9-19-03

Paper materials displayed in Educational Use Occupancies, as defined in 780 CMR: *The Massachusetts State Building Code*, shall be permitted on walls only in accordance with 527 CMR 10.09(5).

- (a) Classroom. Paper materials displayed shall not exceed 20% of the total wall area. Paper materials displayed shall be attached directly to the walls and shall not be permitted to cover an egress door or to be placed within five feet of an egress door. When determining wall areas in accordance with 527 CMR 10.09(5)(a), door and window openings shall be included.

Exception 1: Paper material displayed in fully enclosed viewing cabinets with glass or polycarbonate viewing panels or covered with glass or polycarbonate sheet material (Thermoplastic materials such as *Plexiglas*® are not acceptable)

Exception 2: Flame retardant paper material used for display

Exception 3: Paper material displays may cover up to 50% of the total wall area in classrooms and hallways that are fully sprinklered in accordance with 780 CMR: *The Massachusetts State Building Code*.

DoverSherborn Regional Schools District Curriculum Accommodation Plan 2017-2018

The Dover-SherbornRegionalSchool District provides rich student-centered curricula, multiple instructional practices, and services geared to meet the individual needs of all students and to promote excellence in education. The rigorous curricular offerings provide students with opportunities to develop the skills necessary to achieve success. Extracurricular and academic programs are designed to educate the "whole" person, and to provide learning experiences that will help young people become responsible, healthy adults and contributing members of society. The RegionalSchool District promotes tolerance, acceptance, and respect for others. Strong parental and community involvement and support are part of the culture.

Teachers and support staff use best practices to help students attain mastery of the learning standards found in the *Massachusetts Curriculum Frameworks*. Teachers employ various methods of assessment and differentiated instruction to match teaching strategies with students' individual learning styles.

The district is committed to hiring and retaining highly qualified, dedicated, outstanding professionals. A formal two-year mentoring program is in place to assist teachers who are newly employed by the district. Professional development opportunities provide training, information, and strategies to help staff develop and maintain mastery of their craft, remain current with respect to developments in the field of education, and integrate technology in an effort to maximize the potential of every student.

This District Curriculum Accommodation Plan addresses various strategies that will assist the district to meet the needs of all students.

I. Regular Education Support Services

- Small group math skills-building courses.
- Small group English skills-building courses.
- Small group Social Studies courses.
- Small group Science courses.
- Organizational and study strategies courses.
- Summer and after school remediation programs in Mathematics and English Language Arts as needed, based on MCAS data.
- Development and monitoring of Educational Proficiency Plans for students performing below requisite score on MCAS, and Student Success plans for other students at risk.
- ELL monitoring and delivery of support services
- Availability of curriculum leaders and department heads as resources for each discipline.
- College placement, Advanced Placement, SAT, PSAT, and MCAS test score analyses to focus curriculum.
- A wide variety of curricular and instructional tools including, but not limited to: computers, tape recorders, large-print books, Kurzweil, SmartBoards, SmartPads, CDs, DVDs, and calculators.
- Clearly articulated learning objectives.
- Use of formal and informal assessment procedures.
- Frequent progress monitoring based on a variety of formal and informal assessments
- Delivery of prescribed accommodations using a variety of instructional strategies.
- Use of student contracts to shape appropriate behavior and promote optimal levels of performance.
- Accommodation of student needs through preferential seating and other adaptations.
- Allowance of additional time for completion of tasks when recommended by an Instructional Support Team (IST).
- Availability of support staff including guidance counselors, an adjustment counselor, speech and language clinicians, an occupational therapist, and a consulting psychologist.
- Signs of Suicide (SOS) Program.
- Massachusetts Aggression Reduction Center (MARC) Anti-bullying Program.
- Tolerance and Diversity Awareness presentation by Dr. Michael Fowlin.
- Mentoring Program (based on Franklin Covey's *7 Habits of Highly Effective Teens*).
- Existence of an Academic Standards Committee as a recommending body to review curricula, graduation requirements, scheduling, course offerings, and other issues impacting delivery of programs.
- Advisor/Advisee Groups.
- Availability of diagnostic reading level assessments.
- Literacy coaching for students in content areas at the middle school.

- Dialectical Behavior Therapy (DBT) groups (mindfulness skills) at the high school and middle school.
- Tutoring provided through the Academic Support Grant.
- Tutoring funded through the Title I Grant.

II. Reading Instruction

- Student choices provided for assigned summer reading and reading materials in grades six and seven.
- Core novels identified by grade or course.
- Emphasis on the meta-cognitive approach to reading at appropriate developmental levels.
- Required readings from a summer reading list (multi-discipline)
- Emphasis of reading strategies across all disciplines.
- Specialized reading programs funded through grants.

III. Professional Development, Teacher Mentoring and Collaboration

- Completion of recent workshops on reading strategies, the writing process, differentiated instruction, and student assessment strategies, research and technology integration.
- Assessment development.
- Expanded training for some staff as Critical Friends Group (CFG) coaches.
- Sharing best practices through department or team meetings and Professional Dialog meetings.
- Collaboration between high school and middle school faculty.
- Increased efforts to promote interdisciplinary and intra-disciplinary dialogue and practice.
- Existence of an extensive teacher mentoring and induction program for first and second year faculty with veteran faculty members as Mentor Leaders.
- Expanded 6 – 12 Curriculum Review and Coordination Committee.
- Differentiated instruction training.
- Asperger's Syndrome and Autism training.
- MARC training.
- Signs of Suicide (SOS) program training.
- Franklin Covey 7 Habits of Highly Effective Teens Mentor training.
- Gay/Bisexual/Lesbian/Transgender Awareness training.
- Tolerance and Diversity Awareness presentation by Dr. Michael Fowlin.
- Ongoing anti-bullying training.
- Resilience and executive functioning training.
- Positive Behavior Intervention Supports (PBIS) training.

IV. Parental Involvement

- Scheduled programs for parents on topics of importance such as parenting of adolescents, adolescent sexuality, communication, responsible sponsoring of parties and associated liability, and drug awareness.
- Communication between school and home via telephone, mailings,

- newsletters, emails, and website.
- Parental involvement in pre-referral process.
- Parent organizations that work closely with teachers and administration on a number of school related functions and issues.
- Active School Councils focusing on key school policies and procedures.
- High level of parent volunteerism.

V. Pre-referral Activities (*RtI Initiatives*)

- Use of Instructional Support Team to review student performance and to make recommendations for strategic action or referral.
- Review of students at risk conducted through joint meetings of administrators, guidance counselors and school nurse.
- Documentation of intervention strategies.
- Regular meetings of Regional Administrative Review Board to maintain effective communication between regular education and special education.
- Development and monitoring of Educational Proficiency Plans.

Dover-Sherborn Middle School

Instructional Support Team (IST)

Procedures

The teaching team model at the middle school provides a ready resource for a process of supporting students in academic, emotional or social need. The teachers on the team who see each student almost daily are in a good position to observe and comment on the progress students are making. Early identification of student needs is highly probable.

Because of this structure the teaching teams at Dover-Sherborn Middle School also act as the Instructional Support Team (IST) for the school. There are therefore six (6) ISTs at the school, each focused on the students on that team. The teaching team members along with the guidance counselor for that team identify and address the needs of students who are not making appropriate progress.

The typical procedure will follow these steps:

- The teaching team realizes that a student is experiencing difficulty.
- The guidance counselor is notified and documentation begins.
- The guidance counselor notifies the Headmaster through the weekly Guidance- Administration Meetings.
- The guidance counselor contacts the parents and discusses the concerns. A meeting may occur with the parents to secure information and explain the details.

- Acting as the IST the teaching team identifies strategies that they believe will assist the student toward success following the district's DCAP. These are monitored and adjusted as needed over a reasonable period of time, but no longer than a quarter.
- If the student is making appropriate progress, that progress is documented and the strategies are continued.
- If the student fails to make appropriate progress the teaching team, working with the guidance counselor starts the process of creating a referral to special education. Parents are notified. The referral form is forwarded to the Headmaster and in turn the Director of Special Education.