

PINE HILL SCHOOL

10 Pine Hill Lane Sherborn, MA 01770 508.655.0630

www.doversherborn.org

FAMILY HANDBOOK



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REQUEST FOR TRANSLATION

Parents/guardians/guardians of a student in the Dover, Sherborn, or Dover Sherborn Schools may receive a copy of this handbook translated into their native language by contacting the office of the superintendent at 508-785-0036 X 7503, 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 del superintendente de escuelas, 508 785 0036 x 7503, 157 Farm Street, Dover, MA 02030

Qualquer pais ou responsaveis de un estudante das cidades de Dover ou Sherborn que estudam nas escolas Dover Sherborn podem solicitar uma copia desse documento na sua lingua nativa entrando em contato com direcao no endereco abaixo, 508 785 0036 X 7503, 157 Farm Street, Dover, MA 02030

**THE PUBLIC SCHOOLS OF DOVER AND SHERBORN
MISSION STATEMENT**

*To inspire, challenge, and support students
as they discover and pursue their full potential*

WELCOME TO PINE HILL SCHOOL

Dear Parents/Guardians:

Pine Hill School is a dynamic learning community, an environment where both educator and student growth is supported.

Essential to our school's success are our Core Values:

- *Respect and Concern for Others*
- *Personal Responsibility*
- *Excellence in Learning*

These values inform the decisions we make as well as daily life in our school. Your support of these values is essential to the success of your children. This handbook is designed to provide you and your children with an understanding of the school's responsibilities, as well as those of our students and their parents/guardians.

Please be sure to read the handbook carefully, particularly the section regarding the "Code of Conduct", with your children. Through our collaboration, support and guidance, our children will experience success here at Pine Hill. We look forward to a dynamic year of learning and growth.

Please know that we revise the handbook annually based upon your comments, and we welcome suggestions for any improvements. In addition, feel free to contact me with any questions or concerns you may have about school programs or procedures.

Respectfully,

Barbara Brown, Ed.D.
Principal

NOTICE: The electronic version of the *Student Handbook* posted to our school's website is the most current version - updates and amendments are occasionally made during the school year

DOVER SHERBORN SCHOOL YEAR CALENDAR

Please refer to the school website for the current school year calendar

http://www.doversherborn.org/uploaded/Publications_Downloads/Joint_School_Committee/Documents-JSC/USE_THIS_ONE_includes_prom_date_Official_School_Year_Calendar_2015-16_approved.pdf

There are two early release Wednesdays (on average) at the elementary level each month to allow for parent/guardian conferences, professional development, and curriculum planning. (Note: The middle and high schools schedule one early release day per month.)

PINE HILL HOURS:

The official school day is 8:35AM -3PM
School is dismissed at 12PM on early release days

- 8:20AM: Students enter building
- 8:35AM: Instructional day begins
- 12:00PM: Early dismissal Wednesdays
- 2:50PM: First Bell - students dismissed to the Extended Day Program and to the car pick up line (in the gym)
- 3:00PM: Final Bell – students dismissed to busses
- 3:10PM: Busses Roll and Car Pick Up Line begins loading

PINE HILL FACULTY & STAFF ROSTER

Main Office:

Barbara Brown, Principal

Administrative Assistants: Karen Gallant

Frank McGourty, Assistant Principal

Nancy Bent/Jenee Aguilar (job-share)

<p>CLASSROOM TEACHERS/ED ASSISTANTS</p> <p>Kindergarten: Joan Martin and Ashley Oleyer Meredith Connery Bridie Hilperts Stephanie Parker</p> <p>First Grade: Catherine Burchard Stephanie Edelglass Emily Gird Jan Sullivan</p> <p>Second Grade: Courtney Young Marlene Custodio Rebecca Mealey Cindy Sidman</p> <p>Third Grade: Maryann Bouchard Mary Lucey Heather Mackay Ellen Tully</p> <p>Fourth Grade: Kristen Diebus and Sarah Chiavarini Pam Ritchie Jen Ryan Megan Scobie</p> <p>Fifth Grade: Cynthia Kirchhoff Rachel Correia Nicole Darrah Meredith Kimball Jettora Lundquist</p>	<p>SPECIAL EDUCATION</p> <p>Amy Curry, Special Education Team Chair Donna Fiori, Administrative Assistant</p> <p>Lisa Blair, School Psychologist Cathy Scollins, Speech & Language Pathologist Susan Williams, Speech & Language Pathologist Melissa Feldman, Occupational Therapist Natalia Shea, Occupational Therapist (shared) Lisa Dougherty, Physical Therapist (part-time)</p> <p>Michelle Lagana, Special Education Teacher Robin Mansfield, Special Education Teacher Anna Martignetti, Special Education Teacher Chris Randa, Special Education Teacher</p> <p>Linda Avedikian, Educational Assistant Kevin Barry, Educational Assistant Meri Burruss, Educational Assistant Helen Choe, Educational Assistant Terry Malvesti, Educational Assistant Nancy Nesvet, Educational Assistant Kim Palumbo, Educational Assistant</p> <p>Preschool: Shauna Jean, Teacher/Behavior Consultant Maria Milliner, Teacher Lee Jeffries, Assistant Judith Pritchard, Assistant Christina Reilly, Assistant</p>
<p>ART Sarah Richards MUSIC Kelly Hodge LIBRARY Laurie Ryan PHYSICALEDUCATION/HEALTH Jim Carnes TECHNOLOGY Teresa Bien-Aime BAND Dan Davis</p>	<p>SPANISH TEACHER Tonya Bridge ELL TUTOR Charissa Ahlstrom INTERVENTION TUTOR Nancy Wong METCO COORDINATOR Monique Marshall-Veale TECH INTEGRATION Dianne Pappafotopoulos ELL COORDINATOR Chris Luczkow</p>
<p>CUSTODIANS Peter Gimblett – Head Custodian Osmar Marques, Dave Paddock, Ed Ryan</p>	<p>PINE HILL KITCHEN Judy Carnes Alison Fiorenzi</p>
<p>SCHOOL COUNSELOR Maury Frieman SCHOOL NURSE Jill Fedor</p>	<p>EXTENDED DAY Kate Taylor– Director</p>

ACCESS TO THE SCHOOL BUILDING

For security purposes, all exterior doors are locked during the school day. Visitors may gain access by using the surveillance camera/buzzer system at either the main entrance or the glass lobby entrance (closest to the parking lot). Office personnel will remotely open the door once identification has been confirmed. When leaving the school, visitors need to be sure the doors lock behind them.

The building is staffed by school custodians from 6AM-10:30PM Monday through Friday to accommodate extracurricular programs and Community Education/Recreation Programs.

Classrooms and office areas are locked afterschool. Students do not have access to classroom areas for forgotten items once the teacher has left for the day.

ADMISSION TO SCHOOL

The kindergarten entry cutoff is age five (5) on/or before September 1, in the year of entry. Parents/guardians of a child entering his/her first school experience must present a birth certificate, proof of Sherborn residency and medical records (immunizations and recent physical exam) in order to register for school.

Dover-Sherborn Public Schools Non-Residents Policy

- Attendance in Advance of Residing - Non-residents will be allowed to attend upon receipt, by the Superintendent of Schools, of a signed purchase and sale agreement (passing of papers to be scheduled no later than sixty days from the date of the purchase and sale agreement).
- New Construction - Non-residents may attend upon receipt, by the Superintendent of Schools, of a certified building permit with occupancy to occur no later than the end of the current school year.
- Students Moving out of the District - Students moving out of the district may attend school in the district until the conclusion of the current marking period. If a student moves out of the district after February 1 in the elementary schools or after the start of the third quarter in the regional schools, he/she may complete the school year. Students who complete their junior year as residents may continue to attend the High School as non-resident seniors.
- The Superintendent of Schools and the School Committee may approve individual exceptions and arrangements when an emergency situation exists.

ALL SCHOOL MEETING

Parents/Guardians and members of the community are invited to attend the weekly All School Meeting are held on Friday mornings from 8:45-9:25AM. Visitors are asked to sit in the back of the auditorium on the chairs provided. If you wish to videotape or photograph your child's performance, we ask that you remain in the back of the auditorium to do so. For whole class "shares" there will be an opportunity after the meeting for parents/guardians to come to the front and take pictures. Please do not post pictures of Pine Hill students on social network sites.

ANIMALS IN THE CLASSROOM

Due to allergies, classroom pets are not permitted at Pine Hill School.

ASSEMBLIES

The C.S.A. Enrichment Committee arranges several assembly programs throughout the year. There will also be special school wide assemblies. Parents/guardians will be notified when these events are open to the community via the weekly Principal's Blast or CSA Blast.

ATTENDANCE

Student Absences

Please notify the school when your child is going to be absent or arriving late to school. There are two ways to notify us.

1. Leave a message for the school nurse. Please call 508-651-4960 and leave a message in voice mail box 150 that includes your child's name, grade, and reason for absence. You must call before 9:00AM on the day of the absence. This procedure should be followed every day of the child's absence unless you know on the first day how long an absence can be expected.
2. Indicate that your child is absent on School Dismissal Manager (each family has a SDM login to keep us abreast of dismissal plans... you can also report absences)

If the child is out for two or more days due to illness, parents/guardians may request the teacher to assign homework. The assignments may be picked up at the front desk after school on the day it was requested.

After attendance is taken each day, the school nurse will call the homes of students whose parents/guardians have not called in. If there is no answer at home, they will call the parents'/guardians' work number or a contact number on the student verification form.

In order to protect the health and safety of our children with the least inconvenience to all concerned, it is essential that parents/guardians call the school as indicated above. It will not be necessary for parents/guardians to send notes for absences if the above procedure is followed.

Protocol for Students Requiring Temporary Home or Hospital Education

For a regular education student, the school nurse will contact the family to request that the student's physician complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to him/her. Upon receipt of the medical order, the school nurse will advise the guidance counselor and/or principal about the educational implications of the student's medical needs. Tutoring may not begin without the appropriate documentation and administrative consent.

If the student receives special education services at school, the Administrator of Special Education is to be notified and involved with any decisions pertaining to the student's educational arrangements.

Additional Attendance Information

Daily attendance is essential to school success. As prescribed by law, students should not miss school except for reasons of illness. Parents/guardians are responsible for this legal obligation. Vacations during school time should be avoided. Regardless of the rationalization for such absences, the experiences missed cannot be made up fully and the parents/guardians do not have the legal right to substitute family vacations for school

attendance. Please do not ask teachers to assign “homework” to children who are missing school due to a family vacation.

Chapter 76 of the Massachusetts General Laws defines the requirements for school attendance. A minimum of one hundred and eighty days of student school attendance is called for each year. We make some exceptions for health, religious or emergency reasons. Parents/guardians and school administrators have an obligation to be sure that students are in attendance each day.

BIRTHDAY CELEBRATIONS IN SCHOOL

Each teacher will share with parents/guardians at Fall Back-to-School Nights and in their first newsletter the manner in which student birthdays may be observed within the classroom. We do not allow any food or snacks as part of classroom celebrations.

BIRTHDAY PARTY INVITATIONS

While it is understood that it is not always possible to invite all students in a class to a home party, great sensitivity is necessary to avoid hurting the feelings of children who are not invited. Please do not have party invitations distributed in school.

BUILDING USE

Community organizations may apply for the use of school facilities by submitting a Building Request Form for the Principal’s approval at least two weeks in advance of the requested date(s). Forms may be obtained from the office. Any groups or organizations that rent school facilities must carry their own liability insurance.

BULLYING PREVENTION: STATEMENT OF PURPOSE

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education’s Model Plan for dealing with bullying behaviors in our schools. The Plan includes strategies for identifying, reporting and responding to bullying behaviors. This Plan is a key part of our schools’ mission “to inspire, challenge and support all students as they discover and pursue their full potential” and it complements our schools’ student wellness and discipline policies. Please note the use of the words “target” instead of “victim” and “aggressor” instead of “perpetrator” are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

[Please see Appendix A for the “Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan”.](#)

BUS CONDUCT

The Connolly Bus Company is the transportation provider the entire Dover-Sherborn school population. Routes are reviewed each year and changed as necessary.

Students who ride the school bus must abide by the following rules and regulations:

- Students shall remain well back from the roadway while awaiting the arrival of the bus and refrain from throwing things or playing at the bus stop
- Students should not arrive at the bus stop more than five (5) minutes early

- Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination has been reached
- Students shall not litter or deface the bus in any manner
- Students shall not cause any distracting action(s) on the school bus
- Students shall keep their hands, arms, and heads inside the bus
- All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles
- The emergency door must be used for emergency only and students shall not touch safety equipment on the bus
- Bus evacuation and emergency drills will be periodically held during the course of the year
- It is essential that each student cooperate with the bus driver
- Students shall be picked up and unloaded only at regularly scheduled stops
- Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road
- No person shall smoke or consume alcoholic beverages on a school bus while such bus is used to transport students

Students and their parents/guardians are reminded that the privilege to be granted transportation to and from school, if abused, can be revoked. Each bus driver has discipline forms to be used when necessary. Parents/guardians should call the office immediately to report any bus problems.

BICYCLES

Bicycles are not permitted at school for safety and storage reasons.

CLASS PLACEMENT PROCESS

Each spring teachers are asked to create balanced groupings of students to be placed in classes for the next year. Teachers endeavor to create classes, which contain an equal number of boys and girls, a range of academic achievement levels, a range of intellectual interests, and a range of social maturity. We remind you that in order to be fair to every family, once class lists are developed, teachers are randomly assigned to each group of students for the next year. No special considerations are made regarding teacher preference. *All class placements are final.*

COMMUNICATION BETWEEN HOME AND SCHOOL

Effectively communicating with parents/guardians is a major goal for our school. Our website is updated regularly and contains important information about dates, meetings, upcoming events, and special parent/guardian notices. Please check the website regularly (www.doversherborn.org).

In addition to the regular teacher conference schedule, many opportunities exist for communication. Teachers issue regular newsletters throughout the year. The Principal and CSA send out weekly e-blast communications. In addition, parents/guardians can contact faculty members at any time by sending a note with the student, by calling the direct voice mail line (508-651-4960) and leaving a message for the teacher, or by email. While teachers will respond as soon as possible, parents/guardians are reminded that teaching duties and other responsibilities make instantaneous communication impossible.

Please do not contact faculty members at their home except in emergencies or if a faculty member has explicitly stated a preference to be called at home.

All questions regarding your child’s program should be directed first to the teacher involved. Should questions or concerns remain after contacting the teacher, parents/guardians should feel free to notify the Principal.

Please take care to keep your child/children’s Student Verification Forms (located in ASPEN) up-to-date so we have your current contact information. Teacher, Principal and CSA email distribution is generated from our student information system, which relies on your current email addresses (two per family can be accommodated).

CURRICULUM DEVELOPMENT

Curriculum development is a major component of Pine Hill School’s constant pursuit of educational excellence. In order to ensure that our curriculum is current, well sequenced, rich, and diverse, each teacher is a member of a curriculum team. These teams meet on several of our professional development Wednesday afternoons throughout the school year. In addition, grade level teams work regularly with administration to develop specific lesson plans and assessments designed to include concepts, information, and higher order thinking skills. Through newsletters and discussions, teachers and administrators will keep parents/guardians up to date about the accomplishments of the curriculum teams and the curriculum development workshops. Specific curriculum goals for the school year are contained in the School Improvement Plan and are in alignment with the Superintendent’s goals for the Dover Sherborn Districts, both of which can be found on the website (www.doversherborn.org).

The Dover Sherborn Schools will conduct curriculum content reviews and research in each of the curriculum areas to assure that teaching and learning K-12 is aligned to Massachusetts Curriculum Standards. Our curriculum review cycle is as follows:

2016-2017	Science, Technology & Engineering
2017-2018	Mathematics
2018-2019	Literacy
2019-2020	Social Studies
2020-2021	Physical Education and Health; Arts
2021-2022	Foreign Language

DISCIPLINE/CODE OF CONDUCT

The school-wide and classroom rules of Pine Hill School are intended to promote respect and safety. Teachers develop their classroom rules and review the school rules listed under the “School Rules” section during the first few days of school.

In addition, parents/guardians are asked to review the “PHS Code of Conduct & Responsibility Agreement” with their children. This has been designed to clarify our expectations and prevent problems from occurring. Please review this with your child early in the year.

Please note that the “Code of Conduct & Responsibility” is an outline of our expectations. However, school personnel treat each student experiencing difficulty with the stated expectations on an individual basis. In some situations, discipline issues may be referred to the principal’s office.

Referrals to the Principal’s office

- Any fighting, physical contact, unwanted touching, or bullying automatically warrants the principal’s, or assistant principal’s intervention for any child involved

- Teachers may choose to send students to the principal’s office for other issues when normal classroom discipline procedures, such as reminders, have not been effective and when the safety or learning of other students is in jeopardy
- Educational Assistants supervising lunch or recess may choose to send students to the office when normal reminders about rules have not been effective
- Depending on schedules and other variables, a child sent to the office may or may not actually visit with the principal/assistant principal. If the administrator is not available at the time the child is sent but a discussion is warranted, an appointment will be scheduled as soon as possible. In some cases, a child may visit with the school counselor in addition to speaking with the principal/assistant principal or in lieu of a visit with the principal/assistant principal

Reflection Sheets

- To help a student to reflect on his/her behavior, its effect on others, and to recognize future alternative choices, a student who is sent to the office will usually be asked to complete a “Reflection Sheet.” On this sheet the child describes the problem, writes about why his/her behavior was a problem, checks off the core value(s) not shown, and writes about how a similar situation might be handled in the future. If appropriate, the student then writes a note of apology. (Very young students sometimes dictate the Reflection Sheet or note to office personnel.) [Please see Appendix B for an example of this form](#)
- If an apology to an adult or another child is necessary, the child may also write a separate apology note
- Parents/guardians are generally not notified of a minor issue - Parents/guardians *will* be notified of serious or repeated problems so that a joint solution can be implemented to remediate the situation
- In many cases, notification to the home may take place by asking for a parent/guardian signature on the Reflection Sheet, which serves to inform the parent/guardian of an issue and provides an opportunity for additional follow-up at home
- In the event of a physical altercation or another serious issue, a phone call to the home from the principal/assistant principal and/or a request for an appointment will occur
- In rare cases, repeated serious violations of the rules, which have not been improved by the above procedures, especially when fighting, physical contact, unwanted touching, or bullying are involved, could result in suspension. This could be an in school or out of school suspension depending on the issue, severity, and frequency of occurrence.

The following “Code of Conduct” is designed to clarify the behavioral expectations for Pine Hill students. As part of our ongoing goal to provide a safe and supportive learning environment, as well as prevent any bullying, we ask that you review this with your child. Your signature on the annually updated “Student Verification Form” (in ASPEN) indicates that you have discussed the “Code of Conduct” with your child(ren).

CODE OF CONDUCT AND RESPONSIBILITY AGREEMENT

The purpose of the *Code of Conduct and Responsibility Agreement* is to clarify our expectations so that Pine Hill School continues to be a safe and welcoming place to learn. We ask that you review the following examples of behaviors that reflect our Core Values in action with your children.

EXCELLENCE IN LEARNING

Some ways I can improve my own learning and the learning of others:

- ~Show my best effort in all school activities
- ~Listen attentively while others speak
- ~Maintain an appropriate learning environment
- ~Do my part when working with others
- ~Be willing to take risks: we learn from our mistakes
- ~Tell others when they have interrupted my learning
- ~Encourage and have patience with anyone who needs assistance
- ~Persevere, especially when the work is challenging
- ~Take pride in my work and accomplishments
- ~Participate actively in discussions
- ~Ask questions if I don't understand
- ~Explore new ideas and activities

RESPECT AND CONCERN FOR OTHERS

Some ways that I can show respect and concern for others are:

- ~Work cooperatively
- ~Take care of school property
- ~Respect others' belongings
- ~Stay in my own body space
- ~Value the different opinions/abilities of others
- ~Share with others
- ~Use kind words and terms such as: "please", "thank you," and "excuse me"
- ~When speaking, use a respectful tone and volume; be aware of the effect of this on others
- ~Follow all bus rules: the Core Values and expectations also apply on the bus
- ~Include others in work and play
- ~Clean up after myself
- ~Wait my turn to speak
- ~Walk throughout the school quietly
- ~Accept friendship choices of others
- ~Accept and celebrate our differences

PERSONAL RESPONSIBILITY

Some ways I can be responsible are:

- ~Follow directions from faculty and staff
- ~Accept responsibility for my behavior
- ~Arrive at school on time, rested, and prepared
- ~No gum is allowed on school property or the bus
- ~Complete & return homework when due
- ~Leave all toys and electronic devices at home

- ~Show self-control: make good choices/decisions
- ~Return library/school materials in good condition
- ~Raise my hand to ask or answer a question
- ~Use technology appropriately
- ~Report dangerous or destructive behavior (Double D rule)
- ~Be honest: tell the truth

**Pine Hill School
CODE OF CONDUCT AGREEMENT**

The Pine Hill School *Code of Conduct and Responsibility Agreement* reflects the Core Values of our school. In order to uphold these values and reinforce our school wide goal of creating a safe and respectful learning environment, the following consequences may be utilized. (Please note that this is not a comprehensive list, nor is it necessarily in order of implementation. School personnel treat each student experiencing difficulty with these expectations or the school rules on an individual case. Consequences for more serious behavioral/disciplinary issues will be determined on an individual basis.)

As a member of the Pine Hill School community, I understand the Code of Conduct Agreement, which is based upon our school's three Core Values: Excellence in Learning, Respect and Concern for Others, and Personal Responsibility. I agree to demonstrate behaviors that reflect these values and expectations throughout the school, on the bus, and during recess.

If I do not follow these rules and expectations, there will be consequences for my actions. These consequences may include, but are not limited to:

- ~Discussion with teacher/supervisor with suggestions to correct my behavior
- ~Visit to the office and completion of a "Student Reflection Sheet"
- ~A written note of apology
- ~Loss of recess
- ~Telephone call to parent-guardian
- ~Meeting with the Principal or Assistant Principal
- ~Assigned seating on the bus or in the dining room
- ~Meeting between student, teacher, and parent(s)
- ~Meeting between parent(s), teacher, and Principal or Assistant Principal
- ~Written agreement by student(s) as facilitated by an administrator
- ~Attending in-school suspension

Please note: The use of verbal and/or written threats and/or gestures and bullying are against the principles of the school and will result in serious consequences. The Principal or Assistant Principal is responsible for determining the appropriate consequence of such instances.

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. 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.

[Please see Appendix C for the comprehensive policy.](#)

DROP OFF AND PICK-UP PROCEDURES

Cars present significant safety problems, particularly at the beginning and end of the school day. Please drive slowly on campus and always stop for the flashing lights of the busses. Parents/guardians are strongly encouraged to send their children on the bus whenever possible.

Drop Off

If it is absolutely necessary for you to drop your child off in the morning, please do so **no earlier than 8:15AM** at the Pine Hill Lane front lobby. **Supervision is not available before that time.** (If you need to drop off your child earlier, please contact the Extended Day program.) Please turn around out front in the fire lane across from the Pine Hill Lane entrance. Do not turn around in the middle of Pine Hill Lane. **Please note that the front entrance will be locked as of 8:45AM. Parents/guardians should escort their child to enter the building after 8:45AM, and sign them in.**

Please use our parking lot for parking. DO NOT park in the bus loop and always observe the posted no parking areas around the school campus. The Sherborn police will ticket illegally parked cars.

Pick Up

If you must pick up your child, please do so **at 3:00PM** (or 12:00PM on an early release day). We have a well-organized procedure for parents/guardians/guardians who are picking up their children at the end of the school day:

- Drivers should remain in their cars and form a line coming up Pine Hill Lane. The first vehicle should stop near the front entrance at the STOP sign.
- After the nine busses have left, vehicles should pull into the bus loop as far as possible. The children being dismissed will be sent out from the back lobby near the gym.
- After the children are in the car and safely secured, drivers are asked to put on their left blinker and wait to be signaled by a staff member before proceeding.
- If a driver needs to enter the building, he/she should park in the rear parking lot.

EARLY DISMISSALS/LATE ARRIVALS

We strongly encourage you to plan appointments after the school day has ended. It is very disruptive to the whole class when a student is dismissed before the normal dismissal time. Teachers must stop instruction, which interferes with the learning of other students. Please do not ask that students be dismissed after 2:00. If a student must be dismissed early, parents/guardians/guardians must send a note (on that day) that indicates the dismissal time and the reason for early dismissal. “Notes from Home” are available from the office, and may also be downloaded from the CSA website. (Until 10:30AM parents/guardians may call ext. 500 for any changes in dismissal.)

EMERGENCY DISMISSAL PROCEDURE

When school is dismissed early due to inclement weather, parents/guardians will be notified by the Superintendent of Schools via a message over the automated emergency phone system. Because of child care concerns, bus passes *will* be honored in the event of emergency early dismissal. Extended Day will be canceled. Parents/guardians have been asked to make sure that their child knows what to do or where to go if they get home and the parent/guardian is not there.

In the event of a delayed opening of one hour, students are expected to arrive at 9:20AM. If there is a two-hour delay, students should arrive at 10:20AM. School will be dismissed at the regular time.

ENGLISH LANGUAGE 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.

- a. Limited English Proficiency (LEP) students are assigned to classes in which the classroom teacher has some category training.
- b. LEP students receive services from an ESL teacher for as many periods as possible, depending on one’s proficiency level.
- c. LEP students participate fully with their English-speaking peers and are provided support in non-academic courses.
- d. 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.
- e. LEP students are taught the same curriculum as the general population and are held to the same academic, civic, and social expectations.
- f. 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.
- g. Translators and translation services are readily available to all LEP students and their families.

ENRICHMENT CLUBS

Throughout the year there are a number of opportunities for students to explore learning beyond the school day:

1. Community Education provides numerous after school activities for students. Informational flyers are sent home via email about the fall, winter, and spring sessions. If a parent/guardian is interested in establishing a particular before-or after-school activity, he/she should contact Community Education directly.
2. Through a generous grant from the Sawin Fund, teachers may offer before- or after-school activities, which are filled on a “first-come, first-served” basis. These usually are offered during the winter months, and have included such activities as math enrichment, musical theater, a school newspaper, special art projects, etc. Information about the current offerings and sign-up process is included in the weekly Pine Hill News that is emailed to all parent/guardians.

FIELD TRIPS

Throughout the school year students may participate in field trips that enhance the Pine Hill curriculum. Classroom teachers will communicate with families in regard to the details and purpose of the field trip. A release form for local field trips along with a medical form will be sent home for families to complete and return to the classroom teacher. Should the cost of a field trip pose a financial hardship, please contact the Principal who will make “scholarship” arrangements.

FUNDRAISING

Fundraising activities or requests for contributions must have prior approval of the principal. This policy applies to all classrooms, organizations, and groups within the Pine Hill School community. At the Principal’s discretion, a financial report may be required.

GIFTS TO FACULTY AND STAFF MEMBERS

Parents/guardians and students wishing to express their appreciation to individual faculty and staff members may do so through a donation to the school library or the classroom. Small hand-made gifts, cards, or notes from the student are also appropriate. (Teachers may not accept a gift from an individual parent valued at more than \$50.00.) Room parents/guardians may organize group gifts for faculty and staff during the holiday season and at the end of the school year.

GUIDANCE

School Counseling Program

The School Counselor provides numerous services and supports to the Pine Hill community, including, but not limited to, the following:

- Individual counseling/coaching to address/evaluate specific needs/concerns
- Small group counseling/coaching to resolve social/emotional/educational issues
- Crisis intervention

- Consultation with parents/guardians regarding academic/social/mental health/child development issues
- Consultation with teachers/staff
- Consultation with community-based mental health therapist, pediatricians and community based support agencies (DCF)
- Design and support of behavioral interventions
- Assessment of cognitive skills/emotional concerns
- Support of school culture initiatives
- Parent/Guardian Education sessions
- Guidance regarding effective strategies for achieving academic/emotional/social success
- Encouragement to pursue extra-curricular areas of interest
- Ongoing monitoring of students' success, both socially and academically
- Referral to the appropriate community based mental health agency/therapist when necessary

HARASSMENT

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, ethnic background, color, age, sexual orientation, gender identity or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning. [*Please see Appendix D for detailed information about this policy.*](#)

HEALTH REGULATIONS

The school nurse is available in the Health Office daily. Students are dismissed to the care of parents/guardians when necessary, and transportation at this time is the responsibility of the parents/guardians. The school physician is Dr. Richard Garber.

Guidelines for Keeping Children at Home

We would like to inform you of the guidelines we use in the health office at Pine Hill to ensure the health and safety of our children.

Please keep your child home:

- If she/he has a temperature of 99.8 or above
- For 24 hours after the last documented fever
- For 24 hours after the last episode of vomiting or diarrhea
- Until she/he has been on antibiotics a full 24 hours for any infectious condition
- If she/he has a persistent cough and/or heavily running nose

Please remember also that a child who returns to school too soon may be susceptible to whatever else is going around and may take longer to make a full recovery. None of us wants a child to miss school, but we also do not want a sick child attending school, both for the child's sake and for the sake of everyone else at Pine Hill.

Absences must be reported to the school nurse daily. Please call our direct voice mail number (508-651-4960 ext.150) leaving your child's name, teacher and the reason for the absence before 9AM. This policy is in effect for the safety of each child. In the event that we do not hear from a parent/guardian and the student is absent, a call or email will be sent to request that a parent/guardian confirm the absence.

Emergency Procedures

Contact and Health Verification forms are completed annually by parents/guardians in our electronic record, the Aspen Family Portal. These forms contain emergency contact phone numbers as well as a list of all known allergies and medical conditions. This safety information will accompany any child that needs to be seen at a hospital. These important forms need to be completed before the first day of school.

Food Allergies

Parents/guardians should be aware that we have a number of students enrolled who are food allergic or diabetic. For these students, food can represent a danger and must be carefully monitored. The welfare and safety of all students is our top priority. It is the family's responsibility to notify the school of a child's allergies. The family and school team will then work together to develop a plan accommodating the child's needs throughout the school day. When packing a snack, please be aware that some classrooms have restrictions on what type of snack should be packed. Teachers will notify parents/guardians of any classroom food restrictions. Many of our classrooms are nut-free, but a child may have nuts in the cafeteria at lunchtime.

Head Lice

While head lice are not considered a serious health problem, it is commonly spread at sleepovers, summer camps and situations where hat/helmet sharing takes place. A parent will be notified of any child found to have head lice in order to follow up with their health care provider for treatment. The school nurse recommends that all nits be removed and is available to provide support and information to families.

Medication Policy

Students are not allowed to keep or carry medications of any kind on their person or in a backpack, desk, or locker unless previously arranged between the school nurse and parent. All medications, whether prescription or over-the-counter, must be brought to school by an adult and given to the nurse. Any medication on school property must be kept locked in a place designated by the school nurse. **At the end of the school year parents/guardians need to pick up all medications from the Health Office or they will be disposed of.**

If it is necessary for your child to have medication during school hours, the nurse will administer it to him/her at the proper time. **The parent should bring the medication to the school nurse in a pharmacy-labeled container**, or a labeled manufacturer's container for over-the-counter medications, with a note stating the following:

- Name of student
- Diagnosis
- Name of the medication, dosage and route of administration
- Time that medication is to be given and date it is to be discontinued
- Any special instructions

Please do not send medications into school with students.

If your child will require the medication for a prolonged period of time, either on a daily or an as-needed basis (e.g. inhalers, psychotropics, epipens), please see the school nurse. There are state-required forms that must be completed by the parents/guardians and the licensed prescriber of the medication. If a student is at risk for an acute episode of some kind (e.g. severe allergic reaction to peanuts or insect stings), one or two doses of the

prescribed medication should be left with the school nurse for use in an emergency situation. Such medication will also require a completed form as described above.

If this medication must be administered to the student during school hours, the school will attempt to reach the parent/guardian immediately. In the event that they cannot be reached, or at the discretion of the school nurse, the school will contact the prescribing physician for additional instructions and/or the Sherborn Rescue Squad.

Physical Exams & Immunization Records

Students entering Preschool/Kindergarten must submit a current physical examination and immunization record. Per Massachusetts State Law, exemption can only be granted if an immunization is documented as medically contraindicated or due to a religious objection, which should be stated in a letter from the parent to the school nurse. Physical exams are required of all students entering PreK, Kindergarten and Third grade.

Vision, Hearing, Scoliosis Screening

Each student's vision and hearing is screened annually by the nurse. Parents/guardians are notified of any finding that indicates the need for further evaluation.

State law mandates the screening of all students in grades 5 through 9 for scoliosis (curvature of the spine). Pine Hill students in grade 5 are screened during physical education classes by the school nurse. Parents/guardians will be informed of the screening dates. Parents/guardians are notified of any finding that indicates the need for further evaluation.

Body Mass Index (BMI) Screening

Growth screenings are now mandated by the Department of Public Health of Massachusetts for all first and fourth graders. The purpose of Pine Hill's Growth Screening Program is to provide parents/guardians with information about a child's growth pattern and to increase awareness of the importance of healthy eating and active living. The result of each child's growth screening is strictly confidential and is mailed from the health office to the parents/guardians.

HOMEWORK AND ABSENCES

We sincerely appreciate parents/guardians telephoning and requesting missed assignments for all children. Please help us by following these procedures:

- If your child is absent for more than one day, his/her make-up work will be handled by the classroom teacher when he/she returns the next day.
- If you know your child will be out more than one day, homework may be requested by calling the school office. The teacher will have the homework ready to be picked up at the office after 4:00PM.
- Please remember that if your child is ill the teacher stands ready to help him/her with the make-up material. It is best for your child to get the make-up work done as soon as possible after being absent, so he/she is knowledgeable about what is being covered in the classroom.
- *Please do not ask teachers to provide schoolwork during family vacations taken during school time.*

HOMEWORK POLICY

Homework is designed to be a purposeful practice, reinforcement, or application of classroom teaching. It promotes individual initiative, personal responsibility and self-direction.

RESPECTIVE RESPONSIBILITIES:

TEACHERS

- Assign homework that is meaningful and useful
- Allow time for students to ask questions to clarify directions
- Respond to each assignment by a grade and/or a comment within a reasonable length of time
- Provide opportunities for both short-term and long-term assignments
- Monitor long-term assignments in order to avoid last minute student efforts
- Limit the assigning of homework over weekends and school vacations
- Inform parents/guardians of their role in supervising homework
- Communicate with student and parent/guardian when problems concerning homework arise

STUDENTS

- Make sure the directions are clearly understood
- Students in grades 3, 4 & 5 must write down all assignments in the assignment notebooks that are provided by the school
- Maintain an appropriate study environment
- Accept responsibility for completing assignments and keeping materials in order
- Hand in neat, accurate, and meaningful products on time
- Budget time properly for long-term assignments

PARENTS/GUARDIANS

- Provide suitable place for study
- Establish a consistent study time
- Check student assignment notebook regularly
- Oversee long-term assignments and assist student in learning to budget time accordingly
- Encourage student to accept responsibility for finishing homework
- Assist with, but do not do, the assignment
- Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching
- Contact the classroom teacher if the child experiences difficulty

HOMEWORK TIME ALLOTMENT GUIDELINES

Homework time guidelines for each grade level are contained in the Grade Level Curriculum Guides. Each child has his/her style of working, and so time guidelines are approximate. However, parents/guardians should contact the teacher if they find that their child is spending much more or much less time than the guidelines suggest, or if they have other questions about a homework assignment.

INSURANCE

Insurance that covers children on the way to and from school and during school activities is available through an optional blanket school policy. This policy is offered through the school during September. Notification will be sent home with children.

LIBRARY

The Pine Hill School Library is in many ways the heart of the school. When most people think about libraries they naturally think of books. Books and a love of reading are promoted and fostered every day in our library, but the Pine Hill School Library is so much more! It is also a place where students gather to investigate what they are curious about. It is a virtual library with our online portal, Libguides (<http://pinehilllibguides.doversherborn.org>). This online tool provides students and families with resources to dig deeper, 24/7, into topics they have started to investigate in school. With the Library's addition of the Pine Hill School Library Makerspace launched Fall 2014, students will be able to explore what they are curious about with hands-on tools and activities.

The three major focus areas of the Pine Hill Library Program are Information and Media Literacy, Love of Reading and Inquiry Research Skills.

Information and Media Literacy:

A student who is information and media literate:

- Engages in the information literacy process by accessing, evaluating and communicating informational text
- Uses a variety of skills and strategies to comprehend nonfiction and informational text
- Accesses and organizes information and media

Love of Reading:

A student who develops a love of reading:

- Has access to exciting and engaging literature in a comfortable and welcoming learning environment
- Reads for a variety of purposes and across content areas
- Independently reads books and texts each year

Inquiry Research Skills:

In the book, *Guided Inquiry: Learning in the 21st Century* by Carol Kuhlthau, Leslie Maniotes and Ann K. Caspari, "Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue. It requires more of them than answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit and study." At Pine Hill, the goal is for students to learn about a curriculum topic and then develop inquiry questions that allow them to dive deeper into an area of the topic they are curious about. Students then creatively share what they've learned with others.

A student who develops inquiry research skills:

- Is a creative, innovative thinker
- Has the skills they need to be a risk-taker and creator

The teacher librarian works in collaboration with classroom teachers and the technology teacher to create opportunities for students to learn the skills needed to accomplish these goals. In addition to working collaboratively with students and teachers in the classroom, students attend scheduled library classes. In these

classes the teacher librarian continues to provide opportunities for students to learn these focus skills and foster a love of reading.

Students in grades 1- 5 check out books from the library as needed and during their scheduled library classes. Kindergarten students check out books to be used in their classrooms. Parents may also check out books from the Pine Hill Library. Send an email to the teacher librarian at ryanl@doversherborn.org to have an account created.

Ways you can help:

Volunteers are always welcome as well! Take a look at the Pine Hill School Library’s Volunteer Website (<https://sites.google.com/a/doversherborn.org/phlibraryvolunteers/>) for the latest information.

The Pine Hill Wish List Donation Program is a way for families to donate books to the Pine Hill Library in honor of a student or teacher. See the Wish List information site (<http://pinehillguides.doversherborn.org/bookdonation>) for complete details!

LOST AND FOUND

Please see that all removable clothing, lunch boxes, etc. are clearly marked so that they may be returned to their rightful owner if found. Articles found at school are turned in to the building “LOST AND FOUND” box located in the media center. Unclaimed articles will be donated to charity at the end of the year.

LUNCH - GRADES K-5

Students have many choices for lunch at Pine Hill. A monthly lunch menu is posted on the Pine Hill website (www.doversherborn.org). Go to the Pine Hill link.

Daily lunch offerings include:

Hot lunch – meal of the day	\$2.75
Sandwich lunch of the day	\$2.75 (M-T-TH-F)
Bag Lunch to Go	\$2.75 (T-TH)
Salad	\$2.75 (M-W-F)

Daily A la Carte offerings include:

Slush	\$1.50	Yogurt	\$.75
Cookies	\$.50	Juice	\$.50
Milk	\$.50	Cheese Stick	\$.50
Water	\$.75		

We utilize a computerized program called a POS or “point of sale”, which is the same system currently in use in the other Dover-Sherborn Lunch Programs. Students enter their individual PIN numbers, (PIN numbers will be sent home with students on the first day of school), and the cost is deducted from their accounts. However, children may continue to pay with cash.

If your child does not have the necessary funds for lunch, there will be a book for students to sign in for lunch that day. Parents/guardians will be billed for these lunches. However, please make every effort to make sure your child has the appropriate money for lunch.

To participate in the POS system you may mail a check or send it in an envelope with your child. Checks should be made payable to: Pine Hill Lunch Program and please have your child's name and pin number written on the check. Please label the envelope; "Attention: Kitchen". If you do not want your child purchasing school lunch at any time, please notify the kitchen.

If you have any questions, please feel free to call Judy Carnes at Pine Hill School at 508-651-4960 x. 159, or Janelle Madden 508-785-0036 x. 7508.

Please do not send any glass containers/bottles in with your child for lunch or snack. These pose a safety hazard.

If your child is a vegetarian or has other dietary issues, please contact Judy Carnes.

MATRICULATION

Students completing fifth grade at Pine Hill School continue on to the Dover-Sherborn Regional Middle School for grades six, seven, and eight. Students attend the Dover-Sherborn Regional High School for grades nine through twelve. Transition planning occurs throughout the spring of grade 5.

MCAS – Massachusetts Comprehensive Assessment System

The MCAS is state mandated (Education Reform Act of 1993) and serves to meet the federal requirement that every state adopt an annual assessment measure (*No Child Left Behind*, 2001). MCAS is based exclusively on the rigorous academic learning standards contained in the Massachusetts Curriculum Frameworks/Common Core. These frameworks and the MCAS have been developed with the support of the Department of Education. Together, the frameworks and MCAS are designed to raise the academic achievement of all students. All students are required to be assessed in reading and mathematics on an annual basis from grades 3-8. Other content areas (such as writing composition, history, and science) are assessed every few years as students progress through the grades. Passing the tenth grade MCAS is a state mandated graduation requirement.

The ELA and Mathematics tests include multiple choice, short answer/short response and open response type questions. In addition, the grade 4 students write a long composition.

The MCAS results are used to inform instruction at a student level, and to shape teaching practices, professional development needs and curriculum alignment at a school and district level. We are mindful of the need to use multiple data sources to measure student growth and to maintain perspective of the "whole child" as we facilitate broad and varied learning experiences for our students.

MCKINNEY-VENTO HOMELESS EDUCATION

If you, your family, or someone you know...

- Usually sleep(s) on someone's couch or in a car or in an abandoned building
- Live(s) with relatives or friends
- Live(s) 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 all 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 Public Schools at 508-785-0036.

MUSIC

All students participate in music education at Pine Hill. In addition to their general music class, students in third grade will learn how to play the recorder. Fourth and fifth grade all students have the opportunity to participate in the grade 5 chorus and band. Both fourth and fifth graders are eligible for private instrumental lessons, which occur after school. Fourth graders participate in band beginning in May.

NETWORK AND INTERNET ACCEPTABLE USE POLICY

Please see the following website for the policy. Parents/guardians and students must sign the grade level Internet Acceptable Use Policy that will be sent home at the beginning of the school year.

<http://www.doversherborn.org/doversherborn/middleschool/tempFile/aup.pdf>

Please refer to Appendix F in this handbook for the district's policy on Digital Citizenship and Internet Acceptable Use Policy.

NONDISCRIMINATION STATEMENT AND PROCEDURES

The 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); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. 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, sexual orientation or homelessness.

[Please see Appendix E for the Dover-Sherborn Nondiscrimination policy.](#)

NO-SCHOOL PROCEDURE

Except in cases of extremely bad weather, the Dover-Sherborn Public Schools will hold regular sessions. The decision to close school for the day is made by the Superintendent and will occur no later than 6:00AM to provide ample time for notification of bus drivers, fire and police departments. A delayed opening of school may also be used. Closing school or delaying the opening will be limited and only used when safety is the primary concern.

If the opening of school is delayed for one hour, students are expected to arrive by 9:20AM, with the start of school commencing at 9:35AM. If school is delayed for two hours, students are expected to arrive by 10:20AM, with the start of school at 10:35AM. School will be dismissed at the regular time of 3:00PM, or 12:00PM on early release Wednesdays.

“No school” or “delayed opening” announcements will be broadcast on the local television stations. You will also be called using our automatic phone system. You may also check the Dover-Sherborn website at www.doversherborn.org. Please do not call the police or fire station. Often there are occasions when the weather at 6:00AM appears suitable for regular school sessions, but by 8:00AM conditions have deteriorated. At that time it is too late to call off school. If a parent/guardian believes that weather conditions are detrimental to the well being of his or her child, it will be acceptable to the school for the child to remain at home. Please also see the Emergency Dismissal Procedure.

PARKING

Please use the parking lot at the rear of the building. There is a handicapped parking space in the fire lane at the front of the building. Parking is also permitted on Pine Hill Lane (heading down the hill) past the end of the school building.

PERFORMANCES

Parents/guardians are always invited to school performances and school meetings. In order to make our school meetings/performances a success for our students, we offer the following guidelines to our guests:

- Please arrive on time for all performances and school meetings (8:40AM) and plan to stay for the entire time. Late arrivals and early departures tend to disrupt the performers.
- All guests are asked to please sit in the seats provided. We ask guests to remain seated even when videotaping or photographing. By doing so, the field of vision will remain clear for our children and all guests.
- We welcome babies, toddlers, and young children. However, we ask that parents/guardians move to the dining room or the hallway with their child if he/she is crying or fussing. The noise is very distracting to nervous performers. It also makes hearing difficult for our students and our other guests.
- At the conclusion of school meeting/performance, please remain in your seat until all students have left the auditorium. We use all of the exits to get students out of the room. By remaining in your seat, we will be able to get all students back to class quickly.
- Please remember that there is no food or drink allowed in the auditorium.
- During evening performances, all students must be accompanied by and sit with an adult

PICTURES

Individual student pictures are taken within the first few weeks of school on School Picture Day. Photographs will be available approximately 3-4 weeks later. Make-ups or re-takes will be done for students who missed the session and for pictures, which are not acceptable.

PROPER DRESS

The school recognizes that dress may be a form of personal expression. However, parents/guardians are asked to be sure that students do not wear articles of clothing which may be immodest or which contain any graphic or descriptive matter, which may be considered offensive or which may interfere with the learning process. Students are asked to refrain from wearing hats in the school building.

Parents/guardians are asked to ensure that their child dresses appropriately for the varying weather conditions. Boots, mittens, hats, and snow pants are strongly encouraged during the cold winter months, since we continue to have recess outdoors on most days. Shorts and other warm-weather attire are discouraged from mid-October to after April vacation. Flip flops are discouraged throughout the year as they do not provide sufficient protection during recess activities, and can be dangerous. Sneakers should always be worn during physical education classes.

PUBLICITY IN THE PRESS

Special events are frequently covered by the local press, including the taking of photographs of children. Parents/guardians will not be notified each time this occurs. Parents/guardians who wish their child to be excluded from publicity photos should indicate on the student verification form.

RELIGIOUS DAY OBSERVANCES

When students are absent from school for the purpose of religious observance during religious holidays, teachers will not conduct special or unique activities, which will cause students to miss out on an important curriculum event. Tests or quizzes will not be administered on religious holidays. Homework expectations will be kept reasonable and the due date will be extended as needed to allow for religious observances. Long-term assignments or projects will not be due on the day of or the day after a religious holiday. Opportunities and time for make-up of any missed work will be provided. Extra help and support will be given to those students who require such attention.

Students are expected to be responsible for getting extra help, making individual arrangements with teachers, and making up work that may be missed because of an absence.

REPORT CARDS/CONFERENCES

A written progress report will be issued three times a year to students in grades one through five. Report cards will be sent home in November, March, and on the last day of school in June. Kindergarten report cards will be given to parents/guardians at the fall and spring conferences and will also be sent home on the last day of school. Regular parent/guardian and teacher conferences are scheduled twice a year for all kindergarten through grade five students. Additional conferences may be initiated by the teacher and/or parent/guardian when necessary.

RIGHTS OF INDIVIDUALS

The Sherborn Public Schools recognizes the rights of all the individuals it serves. Civil rights, right of access to programs and employment are guaranteed regardless of race, religion, handicap, sex/gender, national origin, sexual identity or sexual orientation. Title IX, Title VI, Chapter 622, IDEA and Section 504 of the Rehabilitation Act clearly define the equal opportunity rights of individuals. Grievance procedures are in place

for those who believe their civil rights have been violated according to these laws. Further information about these laws or the grievance procedures may be received by contacting Superintendent Steven Bliss at 508-785-0036.

SCHOOL COMMITTEE

The Sherborn School Committee meets regularly on the second Tuesday of each month at the Sherborn Town Hall. Meetings begin at 6:30PM unless otherwise specified. Additional meetings may be called as needed. Meetings are open, and the public is encouraged to attend. If you have specific questions regarding your child please call the school for clarification prior to bringing it to the attention of the School Committee. While the School Committee recognizes its obligation to be available to the public, they also believe that individual concerns can usually be resolved most effectively by the parties directly concerned. The Committee, therefore, will not discuss issues with individual parents/guardians until such issues have been discussed first with the child's teacher, principal, and the superintendent.

Please consult the schedule posted on the school website.

Members of the Sherborn School Committee:

Frank S. Hess - Chair	Term Expires 2016
Frank B. Hoek	Term Expires 2016
Anne Hovey - Secretary	Term Expires 2017
Susan Hanlon	Term Expires 2015
Greg Garland	Term Expires 2015

SCHOOL COUNCIL

As a result of the state's reform efforts, all schools are required to maintain a School Council. The composition of the council includes teachers elected by their peers and parents/guardians elected by other parents/guardians. Community members who are not parents/guardians of students in the school may be appointed by the Council. The principal acts as chair.

The Council serves in an advisory capacity and offers input and feedback on the development of the school budget and the establishment of the school goals contained in the school improvement plan. The Council, which is subject to the open meeting laws, meets a minimum of six times during the year.

SCHOOL GOALS

A detailed account of the school goals is contained in the School Improvement Plan document posted on the Pine Hill website (www.doversherborn.org). The School Advisory Council serves to oversee school improvement goals.

SCHOOL PROPERTY

Students are requested to treat all school property with respect. Students should never write in books, on desks, or on the walls, nor put stickers on desks or lockers. Hard cover textbooks should be covered at all times. Students will be asked to make restitution for lost or damaged school property including library books, textbooks, calculators, and other math equipment.

SCHOOL RULES EQUAL RESPECT AND SAFETY

Our simplified rules are intended to promote respect and safety. These rules for specific areas should enable us to say to a student when we see a problem, “Are you showing respect?” or “Is this a safe thing to do?” Classroom and specialists’ rules should reflect respect and safety and should be as consistent as possible.

Classroom and Specialists: Respect and Safety

- Take care of yourself
- Take care of each other
- Take care of the things in the room (or the equipment)
- Respect others’ belongings

Dining Room: Respect and Safety

- No sharing of food
- Quiet when adult raises hand
- Listen for directions from adults
- Stay in your own body space
- Clean up after yourself
- Talk quietly
- Move carefully
- Transitions: Respect and Safety
- Walk quietly
- Keep to the right

Playground: Respect and Safety

- Include others in your games
- Use equipment properly (for the function for which it was designed)
- No sliding at any time on the back hill
- Stay in your own body space
- Play in designated areas (off rocks, trees, the steep hill, and out of the woods)
- Leave sticks, rocks, and snow on the ground
- Ask adults for help with conflicts
- Report dangerous or destructive behavior to an adult (D and D Rule)
- Listen for line up signal and line up immediately

SMOKING

State law prohibits smoking anywhere on school grounds. Smoking is a suspendable offense for students.

SPECIAL EDUCATION SERVICES

Recognizing the various learning styles of each child, special education services are available to those students identified with a learning disability. Parents/guardians, educators, and therapists work together in the Team process to identify a child’s strengths and weaknesses and to then develop, when appropriate, a plan that can best meet the child’s educational needs. Here at the Pine Hill School, we believe that the most productive and nurturing learning environments are created by school based teams with a shared vision and effective collaboration skills.

Massachusetts Special Education Law

Under the Massachusetts law, special education services are available to students aged three through twenty-two who have a disability. Students may be referred by school staff or parents/guardians if a disability is suspected. An evaluation will not be conducted without written consent from a parent/guardian. The evaluation will be completed within thirty school days and the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation within forty-five days from the referral. The TEAM will determine whether the child has a disability and needs special education services. No services will be provided without a parent's/guardian's written agreement to the Individual Education Program (I.E.P.).

A wide range of helpful services are provided for special needs students at Pine Hill. Other services that are needed will be provided outside of the school. Home and/or hospital tutoring is available for children who are chronically ill or will be absent from school for fourteen days or longer because of illness.

If you would like further information regarding special education services, including parents/guardians/guardians with children in need of home or hospital tutoring, please contact the Administrator of Special Education, Ms. Therese Green at (508) 651-4962.

Copies of the law and the regulations can be obtained at <http://www.doe.mass.edu/sped/laws.html>.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR §99.00) and Student Record Regulations (603 CMR 23.00) are designed to protect parents'/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The student records laws and regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The state regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. State regulations require the school district to keep a student's transcript for sixty years after the student leaves the school system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as:

- Standardized test results
- School-sponsored extracurricular activities
- Evaluations and comments by teachers, counselors, and other persons
- Disciplinary records
- Other information

The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents/guardians and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents/guardians/guardians may:

Inspection of Records

As per federal and state regulations, a parent/guardian or an eligible student has the right to inspect all portions of the student record upon request. 34 CFR §99.10; 603 CMR 23.07(2). The record must be made available within ten days after the request, unless the parent/guardian or student consents to a delay. The parent/guardian or eligible student should submit their request to inspect a record to the school principal/headmaster. The parent/guardian and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. 34 CFR §99.11.

The parent/guardian and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

A student who is 18 years of age may elect to expressly limit his or her parent's/guardian's rights with regard to the student's record except that the parent/guardian will retain the right to inspect the student record at the school without the student's authorization.

Access Procedures for Non-Custodial Parents/Guardians

As required by M.G.L. c. 71 § 34H and 603 CMR 23.07(5), a non-custodial parent may have access to the student record in accordance with the following provisions.

Parents/guardians who do not have physical custody of their children are eligible to obtain access to the student record unless:

1. The parent's access to the student or the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
2. The parent has been denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.
3. A court has issued an order prohibiting the distribution of the student's record to the non-custodial parent.

Upon receipt of a written request for records from a non-custodial parent, the school will notify the custodial parent. Access will be provided after 21 days unless the custodial parent provides documentation that the non-custodial parent is not eligible to obtain access to the record for any of the reasons set forth above.

Confidentiality of Records

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student. School personnel may that have access include staff members who work directly with the student, as well as administrative and clerical staff who are employed by or under agreement with the Dover-Sherborn Regional School District and who need access to a record in order to fulfill their duties.

Transfer of Records

Under 603 CMR 23.07(4)(g) consent from a parent or eligible student is NOT required to forward a transferring student's records to a new school, in which the student seeks or intends to enroll, if the school that the student is

leaving provides notice that it forwards student records to the new school when a student transfers. Please be advised that it is the policy of Dover-Sherborn High School to forward a transferring student's records to a new school without seeking the prior consent of the parent or eligible student.

Amendment of Records

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. With certain exceptions relating to insertions by an Evaluation Team (see 603 CMR 23.08(2)), the parent/guardian and eligible student have a right to request, in writing, that information in the record be amended or deleted. They are entitled to meet with the Headmaster (or the Headmaster's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent/guardian or eligible student who is not satisfied with the Headmaster's decision may appeal the decision to the Superintendent and request a hearing before the Superintendent. 603 CMR 28.09; 34 CFR §99.21.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within seven years after the student transfers, graduates or withdraws from the school system. Dover-Sherborn High School destroys a student's temporary record upon a student's graduation, transfer, or withdrawal from the high school. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent/guardian and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents/guardians and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers Guide published by the Massachusetts Department of Education in 1995.

Directory Information

Pursuant to 603 CMR 23.07 and 34 CFR §99.31(a)(1), Dover-Sherborn High School reserves the right to release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent/guardian. Parents/Guardians and students who object to the release of this information (without their prior written consent) must notify the administration no later than September 7, 2012.

Armed Services Recruiters' Request for Student Information

“The release of student record information is regulated by the federal Family Educational Rights and Privacy Act (FERPA), which applies to all schools that receive federal funds, and the Massachusetts Student Records Regulations. Both the federal and state student records regulations allow schools to release the names, addresses and telephone listings of students, as well as other ‘directory’ information, without prior parental consent, provided that the school or district publishes notice of its policy to release such information, and notifies parents/guardians and ‘eligible students’ (i.e., students age 14+ or in at least 9th grade) that they may request that this information not be released without their prior written consent. Therefore the release of students’ names, addresses and telephone listings to military recruiters and institutions of higher education without prior consent, as required by NCLB and NDAA, is consistent with FERPA and the Massachusetts Student Records Regulations, provided schools notify

parents/guardians and students of their right to request that this information not be released without their prior written consent.” –David P. Driscoll, Commissioner of Education, August 15, 2002

Under sections 23.10(1) of the Massachusetts Student Records Regulations, Dover- Sherborn High School will release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request, as required by federal law, unless the Armed Services Recruiters’ Request for Student Information form has been completed and returned to the main office of the high school by September 7, 2012.

Right to file a complaint

Parents/Guardians and eligible students have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

TELEPHONES

School telephones are not to be used for personal calls by children except in cases of an emergency. Leaving instruments, homework, lunches etc., at home are not considered emergencies.

Teachers or children cannot be called to the phone while school is in session except in cases of emergency.

Students are not allowed to use cell phones while at school. If your child has a cell phone, please advise them that it needs to be off and in their backpack during the school day.

TEXTBOOKS AND WORKBOOKS

The Dover-Sherborn Public Schools shall, at the expense of the district, purchase textbooks and other school supplies, and shall loan them to the students free of charge. The students shall make every effort to give proper care to all school property loaned to them. A student will be charged for a lost or damaged text or library book or other school equipment issued to the student.

All textbooks should be covered at all times for added protection. Students should never write in books.

VERIFICATION FORMS/STUDENT INFORMATION

Parents/guardians are asked to keep student information up-to-date. Beginning in June 2014, we moved from using paper copies of student verification forms to maintaining web-based record keeping.

We would like to welcome you to the use of the ASPEN student information system Family Portal. This portal provides you with online access to view current data about your student(s).

Note: Existing Pine Hill families received correspondence identifying their Login and temporary password information on 6/6/14. New families to Pine Hill will receive the information at the start of the school year.

1. For those of you who have never logged into the portal before, please go to www.doversherborn.org and click on the ASPEN Family Portal Login under the Quick Links section. You will need the following login information (password only viewable for those who have never logged in):

Login: _____ **Password:** _____

When logging into Aspen for the first time you will be required to change your password. (Password requirements are: minimum length is 6 characters, at least one number, at least one capital and lowercase letter. Your new password cannot contain “password”, login

name, first name, middle name, last name, date of birth, personal id, or only sequential letters or numbers.) Need help? Watch the two-minute tutorial here: <http://screencast.com/t/DDM65ThFAzMg>

Your family account contains important and confidential information about your child/children. For the security of your child's data, protect your login information as you would any other personal account. It is important that you **not** share your password with your child. It is your responsibility to protect the security of your username and password. Please review the "Guidelines for Acceptable Use of Aspen" printed on the back of this letter.

The portal currently provides information to parents/guardians on demographic data, attendance, and emergency contacts. At the Middle and High Schools, it will also provide you with electronic student mid-term interim progress updates and report cards. When any of these reports is published to the portal you will be notified by email. At this time, parents/guardians will be able to log in to their account and access their child's student mid-term interim report or report card for all of your child's classes.

2. Click on the Initiate button under the Tasks Widget on the home page. Beside the word Workflow, use the drop down box to select "Contact Verification", then use the magnifying glass to select the child whose information you will be updating, then click OK. You will be brought to a screen where the current information is viewable and you can make updates. To help you understand how to make any changes watch the short video available here:

<http://screencast.com/t/zsS2X21b71>

We appreciate your support, responsible use, and partnership. Instructions for use of the portal are included in this mailing. It is our goal in implementing this portal to assist parents/guardians in monitoring their children's progress, enhance communication with parents/guardians, and further promote educational excellence at Dover Sherborn Regional School District.

If you need additional help send an email to aspenportal@doversherborn.org. or call 508-785-1730 x7202.

Dover Sherborn Regional School District
“Guidelines for Acceptable Use of X2 Aspen”

1. All of these conditions are applicable to student access, as well as parent/guardian access.
2. The sole purpose for X2 Aspen access is to provide academic/attendance data to parents/guardians for only *their* child.
3. The parent/guardian is given a username and password specific to their child/children. It is the sole responsibility of the parent/guardian to protect the security of this username and password. The school accepts no responsibility in the event the username/password is shared, given, stolen, or in any other way becomes the possession of a person other than the parent/guardian.
4. Only the parent/guardian is given the access information. The school does not give this information via phone, e-mail, or fax.
5. Users must realize that email and other communications via the Internet are not guaranteed to be private.
6. Users shall not attempt to use a username and password that has been assigned for use of another individual.
7. Parents/guardians who would like to meet regarding an issue with a teacher should contact that teacher directly first to schedule a mutually convenient appointment date.
8. Parents/guardians should be sensitive to the student load of teachers when contacting them: excessive e-mailing can be detrimental to the lesson plan preparation of the teacher.
9. The school may choose to not issue paper copies of reports made available in the portal such as Student interim progress and/or report cards.

10. Parents/guardians of students at Dover-Sherborn Regional Schools should encourage their child to make first contact with the teacher when making a grade inquiry. This contact should occur at a time when the teacher is not teaching.

VISITS TO SCHOOL

Parents/guardians are welcomed and encouraged to visit our school. However, in order to minimize disruption in the classroom, prior arrangements must be made with the teacher and/or principal. Please do not interrupt teachers when they are in the middle of a class since disruptions interfere with the learning process. If a forgotten lunch or other items must be delivered, please bring them to the office.

If you happen to be in the building volunteering or picking up a child in the kindergarten or preschool, please do not go to the playground to visit your older child. Please understand that safety is the first responsibility of the school personnel on duty. They cannot be expected to recognize every parent/guardian. They have no way of knowing if a person approaching a child is a dangerous stranger, a parent for whom a restraining order is in effect, or simply a well-intentioned mom or dad who wants to greet a child. Also, when visitors to the playground engage adults on duty in conversation, attention is diverted from the important task of watching all the children. For the safety of all children, please do not visit the playground or bring young children to the busy playground during school recess sessions.

VOLUNTEER GUIDELINES

Pine Hill School is enhanced by a strong volunteer program. The guidelines below help the program function effectively.

- All volunteers must have successfully completed a Criminal Records background check (CORI)
- All volunteers must sign-in at the main office and obtain the appropriate colored “Visitor” sticker for that day
- A volunteer is never to be left in sole charge of an individual student or group
- It is the intention of the volunteer program to provide the faculty and staff of Pine Hill School with constructive support in a mutually agreeable manner
- Volunteers are requested to keep all information regarding the students and staff in the school confidential
- Volunteers are requested to park in the rear parking lot and sign in at the office before reporting for duty

- Volunteers should use the adult bathrooms while at school. Please ask school personnel where the nearest adult bathroom is located
- Volunteers are requested to respect the faculty and staff's need for their own preparation time and work space
- Volunteers are requested to confine their conversations with the faculty and staff to the volunteer issues at hand, rather than personal issues or issues pertaining to their own children
- Volunteers are expected to inform the teachers if they are unable to meet their commitments. If a volunteer cannot be where he/she is expected, the volunteer should telephone the school office in order to notify the appropriate faculty or staff
- Please bring up any questions or concerns you have about volunteer issues with the faculty or staff with whom you are working. If a question or concern still exists, please feel free to contact the Principal
- Volunteers should plan on leaving Pine Hill by 2:00PM, with the exception of library volunteers. This enables all classrooms to end their day and begin dismissal.

VIDEO TAPING/PHOTOGRAPHING

Videotaping may occasionally be done in classrooms or at school meeting for a variety of reasons. Parents/guardians will not be notified each time videotaping is planned. Parents/guardians who wish their child to be excluded from video taping throughout the school year should indicate this on the Student Verification Form, which is completed online.

Students and parents/guardians are advised that the school district does not sanction or condone taking or otherwise using photographs or images of other students from field trips, school activities, or general classroom settings without express consent of that student's parent/guardian.

WEAPONS

Weapons of any type are prohibited at school and all school functions by Massachusetts State Law. Carrying weapons at school or school functions, or on school grounds, could result in expulsion under this law.

Appendix A

BULLYING PREVENTION

Statement OF Purpose

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education’s Model Plan for dealing with bullying behaviors in our schools. The Plan includes strategies for identifying, reporting and responding to bullying behaviors. This Plan is a key part of our schools’ mission “to inspire, challenge and support all students as they discover and pursue their full potential” and it complements our schools’ student wellness and discipline policies. Please note the use of the words “target” instead of “victim” and “aggressor” instead of “perpetrator” are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

Definitions essential to the Dover-Sherborn Bullying Prevention and Intervention Plan:

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

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:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying 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 cyber bullying.

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.

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

For more information about the Dover-Sherborn Public Schools Bulling Prevention and Intervention Plan please see the following website:

http://www.doversherborn.org/doversherborn/tempFile/DS_Public_Schools_BPIP_Final.pdf

Appendix B

Sample REFLECTION SHEET

Appendix C

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.

POLICY & PROCEDURE: MANIFESTATION DETERMINATION REVIEW

Students with an IEP or 504 plan are subject to the same type of disciplinary procedures as their typical peers. However, it has been established that exclusion from school for more than 10 consecutive days amounts to a change in placement. As a result, before a school can contemplate

disciplinary decisions that may result in a change of placement, a number of procedural safeguards must be followed. A meeting to determine whether the behavior leading to disciplinary action was or was not a manifestation of the child's disability must be conducted at any time when removal of a student with a disability from an educational program beyond the 10th day is being considered or whenever commencing a removal that would constitute a change in placement.

Conducting Manifestation Determination Review

Manifestation Determination Review must take place if the school determines that a change of placement has occurred following short-term suspensions that cumulate to more than 10 days in a school year or if there is a decision to take disciplinary action involving removal for more than 10 consecutive days, e.g., recommendation for expulsion.

Manifestation Determination Review must be conducted immediately, if possible, but no later than 10 days after the decision to take disciplinary action is made or after determining that a change in placement has occurred. In addition, the following procedures are required:

- Give notice of the disciplinary decision and of the procedural safeguards to the parents/guardians no later than the date on which the decision is made to take disciplinary action.
- Notify parent(s) in writing, immediately, if possible, but not more than 10 days after a decision to take action occurs, of the date, time, and location of the Manifestation Determination Review. Use "Notice of Meeting" form, checking "Additional Meeting," and specifying the purpose of a Manifestation Determination Review.
- The purpose of the meeting is to determine whether there was a causal relationship between the incident for which the student was suspended and their disability.
- Notification should include identification of time, date, and participants who will be in attendance.
- This is a meeting of the IEP Team and parents/guardians/guardians should participate. However, if they refuse to attend, they should be given a copy of the N1 documenting the results of the Manifestation Determination Review and Notice of Procedural Safeguards.

Participants At Meeting:

- a. Principal or designee
- b. Special Education TEAM Chairperson
- c. Special Education Teacher
- d. Regular Education Teacher(s)
- e. School Psychologist
- f. One or both of the parents/guardians/guardians
- g. The child, if appropriate
- h. Other individuals, at the discretion of the parent or the school district

Provide parents/guardians with a copy of the Notice of Procedural Safeguards.

Their right to appeal is contained in this information.

Component Review: The team must consider all relevant information including:

- a. Evaluation/diagnostic results
- b. Observations of the child
- c. Child's IEP placement
- d. Functional Behavioral Assessment and Behavior Support Plan if available.

Incident Review: This should include who, what, when, where, why, and how of the specific incident under review.

TEAM Determination: The TEAM must determine if the behavior (incident specific) is a manifestation of the child's disability. The team may determine that the behavior is not a manifestation of the child's disability only after conducting a component review and answering the following questions:

- a. Was the conduct in question caused by, or does it have a direct and substantial relationship to the child's ability?
- b. Was the conduct in question a direct result of the school's failure to implement the IEP?

Parameters of the Review:

- If the behavior is determined to be a manifestation of a disability the child may not be expelled, nor may the school impose long-term suspension.
- If placement is determined to be inappropriate the child may not be expelled, nor may the school impose long-term suspension.
- If the behavior is not a manifestation of a disability and the child was appropriately placed at the time of the misconduct, the child may be disciplined the same as a non-disabled child except that the child must be provided with educational services.

Statement of each team member: Members of the Manifestation Determination Review Meeting should sign their names and indicate their agreement or disagreement with the recommendations.

Appendix D

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, ethnic background, color, 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.

Conduct Violation

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.

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.

B. 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

C. 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/guardians 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.

Adopted by the Dover-Sherborn Regional School Committee, Dover School Committee, and Sherborn School Committee on June 16, 1998

Appendix E

**DOVER SHERBORN PUBLIC SCHOOLS
NON-DISCRIMINATION POLICY AND PROCEDURES**

Non-Discrimination Statement and Procedures

The 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); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. 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, sexual orientation or homelessness.

Process for Filing a Complaint

Inquiries concerning the application of Title VI, Title IX/Chapter 622 and Section 504 in the Dover Sherborn Public Schools may be referred to an Equity Coordinator or the building's Headmaster/Principal. All inquiries concerning the protection and rights afforded to persons in the other protected categories (color, religion, sexual orientation, homelessness) may be referred to an equity coordinator or to the Assistant Superintendent of Schools at 157 Farm Street, Dover, MA 02030. The telephone number is 508.785.0036.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to the Dover Sherborn Public Schools may also be referred to the U. S. Department of Education, Office of Civil Rights (OCR), J.W. McCormack POCH, Boston, MA 02109-4557, 617-223-9662, TTY 617-223-9695. Concerns relating to the implementation of the Massachusetts equal educational opportunity law (M. G. L. c. 76 s.5) may be directed to the Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148, 781-338-3700.

In lieu of filing a complaint with the Dover Sherborn Public Schools, a complaint may be filed directly with the OCR within 180 days of the alleged discrimination or harassment. In addition, a complaint may be filed with OCR within 60 days of receiving notice of final disposition of the complaint by the Dover Sherborn Public Schools, or in certain instances, within 60 days of receiving a final decision from the Bureau of Special Appeal (BSEA). Please note that a complaint filed with OCR is limited to issues of discrimination and harassment. OCR has no jurisdiction over compliance with state and federal special education laws.

Grievance Procedures for Discrimination Violations

Any student or school employee who feels that he or she has been discriminated against because of race, color, national origin, sex, religion, disability, sexual orientation, age or homelessness with regard to admission to, access to, treatment in, or employment in its services, programs and

activities should utilize the following procedure to register a grievance with the Dover Sherborn Public Schools:

1. Students or employees should submit any allegation of discrimination in writing to their building Headmaster/Principal for consideration. The nature of the complaint should be specified in detail.
2. The Headmaster/Principal or his/her designee will investigate the allegations and respond to the complaint in writing within fifteen (15) school days of the receipt of the written complaint.
3. If the matter is not resolved, the complainant may appeal in writing to the Grievance Coordinator, Assistant Superintendent of Schools. The Coordinator will meet with the complainant and respond within fifteen (15) days of receipt of the written complaint.
4. If at the end of ten (10) school days following the written response from the Grievance Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools in writing.
5. The Superintendent will investigate the complaint and respond in writing to the complainant within fifteen (15) school days after having received the complaint.
6. If the matter remains unresolved, the complainant may appeal in writing to the appropriate school committee within ten (10) school days of the receipt of the Superintendent's response. The school committee will meet within fifteen (15) days to review and consider the matter. The committee will respond to the complainant in writing within fifteen (15) school days following the meeting.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered a maximum, and every effort should be made to expedite the process.

The Grievance Coordinator for the Dover Sherborn Public Schools is:

Karen LeDuc

Assistant Superintendent of Schools

157 Farm Street, Dover

The phone number is 508.785.0036

The Equity Coordinators are:

**Dover Sherborn High School
Kirstin Santos & Paul Butterworth
9 Junction Street, Dover
Telephone: 508.785.1730**

**Dover Sherborn Middle School
Callie Egan & Mark Thompson
155 Farm Street, Dover
Telephone: 508.785.0635**

**Chickering Elementary School
Cheryl Chase & Ken Wadness
29 Cross Street, Dover
Telephone: 508.785.0480**

**Pine Hill Elementary School
Laurie Ryan & Maury Frieman
10 Pine Hill Lane, Sherborn
Telephone: 508.655.0630**

Appendix F

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](#) 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)

Date: _____ Signature: _____

**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)

Date _____ Signature: _____