



**NOTICE**  
**DOVER-SHERBORN REGIONAL SCHOOLS**  
**SCHOOL COMMITTEE MEETING**  
**MAY 5, 2015, 6:30 P.M.-8:10 P.M.**  
**DOVER-SHERBORN REGIONAL**  
**MIDDLE SCHOOL LIBRARY**

*(Members of the public are welcome to attend. Regional School Committee members include:  
Ms. Dana White, Chair, Mr. Michael Lee, Vice Chair, Ms. Carolyn Ringel, Secretary,  
Ms. Clare Graham, Mr. Richard Robinson and Ms. Lori Krusell)*

**AGENDA**

**Call to order**

**Community Comments**

**Presentation, Discussion, and Action – Part I (6:30-6:40)**

Introduction: Mr. Jeff Parcels, Athletic Director

**State of the District (6:40-6:55 p.m.)**

Middle School Updates: Mr. Jeb Shue & Mr. Kellett

High School Updates: Ms. Catherine Boland & Mr. Smith

Central Office Updates: Mr. Bliss, Dr. LeDuc, Ms. Green, & Ms. Tague

Subcommittee Reports: Capital Committee

**Presentation, Discussion, and Action – Part II (6:55-7:55)**

DSHS Student Handbook

**AR**

DSMS Student Handbook

**AR**

Advisory Committee on Extra Duties (ACED) Update

**AR**

High School Entrance – Parking Spaces

Overnight Field Trip: Girls' Ice Hockey

**AR**

**Consent Agenda (7:55)**

Regional School Committee Meeting Minutes of April 7, 2015

**AR**

**For Review (7:55-8:00)**

Sherborn School Committee Meeting Minutes of NONE

Dover School Committee Meeting Minutes of NONE

Items for the June Regional School Committee Meeting

**Executive Session (not to return to open session) (8:00-8:10)**

For the purpose of discussing contract negotiations for non-union personnel

Executive Session Minutes January 6, 2015

**Adjournment**

*Note: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.*

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TO: Mr. Steven Bliss, Superintendent  
FROM: Mr. Scott Kellett, Headmaster, DSMS  
RE: Headmaster's Monthly Report  
DATE: May 1, 2015

Mr. Scott Kellett  
Headmaster

Mr. Brian Meringer  
Assistant Headmaster

Ms. Jill Arkin  
Special Education  
Team Chair

Ms. Ellen Chagnon  
Guidance Director

Mr. Heath Rollins  
Athletic Director

### **Headmaster's Reflections**

The middle school administration and staff is looking to finish the school year strong while simultaneously preparing for the 2015-2016 school year. We have traveled to both elementary schools to meet with our incoming 6<sup>th</sup> graders. We also met with their parents and started transition meetings with the elementary school teachers and staff. Looking ahead to June, Mr. Meringer and Ms. Ferranti will host the Class of 2021 for a visit to our school while our 8<sup>th</sup> grade students participate in the Washington, D.C. trip or the Boston Experience. Busy times at DSMS.

### **MS Happenings:**

Friday, May 1 <sup>st</sup> :	MS Drama Presentations 7:00 PM
Saturday, May 2 <sup>nd</sup> :	MS Drama Presentations 2:00 PM & 6:00 PM
Sunday, May 3 <sup>rd</sup> :	MS Drama Festival DS Play at 11:00 AM
Monday, May 4 <sup>th</sup> :	MS School Council Meeting 3:00 PM
Friday, May 8 <sup>th</sup> :	6 <sup>th</sup> & 7 <sup>th</sup> Grade Student Council Dance
May 12 <sup>th</sup> & 13 <sup>th</sup> :	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> Math MCAS
May 12 <sup>th</sup> & 13 <sup>th</sup> :	8 <sup>th</sup> Science & Technology MCAS
Wednesday, May 13 <sup>th</sup> :	MS Band Festival
Friday, May 15 <sup>th</sup> :	Early Release (10:50 AM Dismissal)
Monday, May 25 <sup>th</sup> :	No School – Memorial Day
Monday, June 1 <sup>st</sup> :	MS Arts Festival 3:00 PM to 5:30 PM

### **Student Recognition**

Three sixth graders have had recent pieces of writing published. Emma Charity and Will Anastasopoulos will have their work appear in *Hutch*, and Roro Murray's work will be featured in *Creative Kids* magazine.

On Wednesday, May 20<sup>th</sup>, Stephanie Dailey and Jamie Wirth will be recognized by NELMS as DSMS' Scholar Leaders for this year. Stephanie and Jamie will be joined by their parents, a teacher of their choice (Stephanie Dailey - Kathy Moloy and Jamie Wirth - Adam Wiskofske) and I at an awards dinner in Marlborough, MA. Congratulations to Stephanie, Jamie, and their families for this well deserved honor.

Congratulations to the following 8<sup>th</sup> grade students who participated in the Massachusetts Region 5 Middle School Science Fair at Regis College on Saturday, April 25<sup>th</sup>. The projects and participants are as follows:

\*Does salt affect the heart rate of Daphnia?

Jeb Shue

\*Creating energy through calisthenic exercise

Owen Mandel, Ethan Wood

\*Improving Solar Photovoltaic Energy Production and Spatial Efficiency

Emily Bendremer

\* Glow sticks and temperature

Stephanie Dailey, Reed Risinger

\* Browning Bananas

John Fattore, Andrew Johnson

**The following projects/students qualified for the State Science Fair:**

\*Analysis of the Harmonics of Oboe Reeds over Time

Darin Jude Correll

\*Snail-plant attraction analysis

Elizabeth Goldstein, Andrew Fiore

\* Antibacterial dish soap performance

Elizabeth Hovey, Grace Qian

\* The effect of natural and artificial sweeteners on Daphnia

Joel Silvestri, Maddie Charity

\* Crime Scene Science

Katie Rupinski and Phoebe Lasic-Ellis

\*Microbead Filter

Hannah Szeto and Kaylee Hain

Special thanks to our advisors: Ms. Mary Memmott and Ms. Irene Wieder. In addition, they had extensive research help and advice from Olive Woodward, engineering advice from Brett McCoy, and feedback and help from a dedicated group of high school students. DSHS teachers Mr. Greg Tucker loaned advice and equipment, and Mr. Josh Bridger provided specific advice to Jude Correll.

**Curriculum & Learning**

**English:**

During the final term in sixth grade, students will be reading Roll of Thunder Hear My Cry, working on argument writing skills, and interview skills.

For the second year, seventh graders are engaged in an interdisciplinary art, science, and English project based on the poetry of Joyce Kilmer. A highlight of the unit will be Skyping with Joyce Kilmer. The Skype sessions are made possible by The Dover Cultural Council and the Sherborn Arts Council. We are grateful

for their support. The community can view the results of students' efforts at Arts Night and at the Sherborn Public Library over the summer.

The final unit of the year for seventh graders is about the Holocaust. It explores, among other things, the essential question, "To what extent can identity and courage influence the choices we make?" Students will read *Daniel's Story* by Carol Matas and will also read other texts. Olive Woodward, our librarian, will also present book talks to all seventh graders about Holocaust titles.

Eighth grade English students kicked off the study of drama with the New Repertory Theatre production of *Of Mice and Men* just prior to April vacation. Students were engaged in the performance and asked great questions of the cast after the show. Thanks again to POSITIVE, The Dover Cultural Council and the Sherborn Arts Council for making this event possible.

In class, we will read Lorraine Hansberry's *A Raisin in the Sun* and do some playwriting of our own.

Students also concluded the study of Harper Lee's *To Kill A Mockingbird* with an in-class essay on themes in the novel.

### **Math:**

All grades are spending time reviewing content and strategies for math MCAS which will take place Tuesday 5/12 and Wednesday 5/13.

### **Social Studies:**

6th grade students will continue their studies of ancient Greece and the numerous ways that the Greeks contributed to the advancement of civilization. We will then transition to our final unit on ancient Rome. We would like to thank POSITIVE for providing a grant which allowed us to view an assembly on Greek mythology on Friday, April 17<sup>th</sup>. The assembly was well received by our students and definitely contributed to their overall excitement for the material that we cover in our ancient Greece unit.

7th grade students are looking at daily life for students in Japan, the consequences of high population density, and the ways in which Japan's culture is influenced by its physical geography. We will also take a look at the varied geography, life, and cultures of India. We compare northern and southern India and consider what it might be like to live in a monsoon climate. We also learn about Mahatma Gandhi, the caste system, and the power of civil disobedience.

8th grade students just started their Civil War Research Paper. Students choose a character and learn the research process while creating their own unique thesis about whether their character was a villain or hero during the Civil War. Eighth grade students will be piloting "bring your own device" (BYOD) while working on their research papers.

### **Science:**

Grade 6:

Studying volcanoes and earthquakes, comparing earthquake measurement scales (Richter and Mercalli), mapping earthquake and volcano coordinate's around the world, preparing for a quiz.

Grade 7:

Ms. Ana Hurley, our Middle School Science Curriculum Coordinator, has been hard at work planning a ten district plenary session of comparable districts to discuss future plans for the upcoming new Science Technology and Engineering Standards adoption. By bringing together schools such as Wayland, Weston, Westwood, Medfield, Needham, Lexington, Concord, Belmont and Wellesley, we will be able to consider our similar student populations and needs and improve relationships for networking. Our hope is to provide the best in science education for our students with vision and leadership for the commonwealth to strive for.

In a similar vein, our entire middle school science department has been hard at work incorporating more MCAS review and preparation for our students. A variety of spiraling and review methods have been employed to improve student performance on the STE MCAS testing that will occur in late May. Students have been reviewing throughout the year. They recently participated in a practice MCAS test where we were able to conduct an item analysis to better inform our review in student strengths and weaknesses. Eighth grade students will also have drop in review days with their former grade 6, grade 7, and Technology and Engineering teachers.

At this time, seventh graders on Teams Thunder and Lightning are participating in an interdisciplinary unit between their Science and English classes. Students have been going on nature walks to observe organisms in their habitats and interactions with other living things. Focusing on these ecological elements, students will soon write science poetry and nonfiction notes that echo the style found in award winning nature poet, Joyce Kilmer's works. In their English classes, students have been studying Kilmer's works and will soon have an opportunity to share their own poems with her for edits and suggestions.

#### **Eighth Grade:**

The 8th grade has been enjoying help from two seniors working on their senior project -- Sarah Jane Graham and Tess Yount. They have tutored students, helped with lab setup and organization, developed lesson plans and materials, and provided valuable feedback to students working on science fair projects.

Other high school students have also been helping eighth graders with their science fair projects and providing excellent "peer-review" comments on their final reports. The eighth graders have responded by improving their reports with more focused data analysis and thoughtful conclusions. Our school librarian, Ms. Woodward, has provided hours of coaching and guidance to students on the library research part of their projects, as well as feedback on their written reports and quality of presentation. High school teachers have loaned equipment and provided technical advice, and Mr. McCoy has given engineering advice and support to groups that need it. It's been a team effort preparing for the regional science fair, and we're grateful for all the help.

#### **World Language:**

At the Middle School, we celebrated World Cultures Week during the week of April 13 to April 17. This annual event is supported by the Dover Sherborn Educational Fund (DSEF).

World Cultures Week is a Middle School tradition where students focus on the rich cultural diversity of the world and are encouraged to appreciate and embrace the cultural differences. Through a variety of activities, the World Language department, along with the full school faculty, work to raise awareness of the wealth of cultures in the world.

Our activities include making banners which highlights various countries of the world. Each class researches a country and creates a banner that reflects the culture, history, food and traditions of that country.

An added incentive to create a banner that is both informative and visually attractive is the prize of a class breakfast. Competition is fierce to win the bragging rights of the best banner! Six classrooms were served a breakfast of croissants and orange juice to congratulate them on their efforts.

Our winning groups included: Ms Simino's class banner of Denmark; Mr. McCoy's class banner of Papua New Guinea; Ms Glen's banner of Indoneasia, Ms Moly's banner of Australia, Ms Newman's banner of Lichtenstein, and Mr Criscuolo's banner of Israel.

The opening extravaganza to World Cultures Week is a full school assembly. This year we hosted two performers. The Puerto Rican musician, [Jorge Arce](#) highlighted the musical development of the Caribbean style music. Students participated in the performance, demonstrating their new found musical talents. Haitian story teller ([Charlot Lucien](#)) captured the attention of the audience relating, "Why Dogs and Cats don't get Along".

Prior to the performances on Monday, April 13, the students paraded their banners across the stage. In addition, the parade included the paper mache masks that were made in the eighth grade Spanish classes. Another fun event was a workshop by Wadson Michel, an amateur kite flyer, who made kites with the students. It was quite a sight to see 40 students flying kites of their own creation in the front of the school. In addition, the language teachers surprised the students with a language switch day. Instead of their usual class, students sang French songs, wrote their names in Greek, learned creole or spoke Russian. Guest speakers came to classes to talk about their culture. It was a very busy week, filled with great activities!

### **Wellness:**

We are happy to have Abbey Gannon and Molly McGill interning with us in the gym this spring. As part of the Senior Project option students can try their hand working a job of interests on campus or off.

Students in all grades are involved in the very popular Color Games Teambuilding Competition. They are challenged to complete unusual activities that focus on movement concepts, responsible personal and social behavior that respects self and others, use of effective personal skills, use of decision making skills, and respect for differences. Ask your child how their team performed during the Nitro Crossing or the Stepping Stones events.

Students are also gearing up for their Fitnessgram assessment by completing a ½ mile on the track, pushups, curlups and flexibility stations.

Seventh Grade Health- Students participated in the SOS- Signs of Suicide prevention program in collaboration with our guidance department. Students will be participating in a unit on meditation and stress reduction strategies.

Eighth Grade Health- students are exploring the idea of IDENTITY as we begin the unit on sexuality. Healthy relationships will be discussed as well as ways to communicate assertively when faced with pressure to participate in unsafe, unhealthy behaviors.

### **DSMS Peer Leaders:**

Ms. Merritt and Detective Godinho continue to meet with this group of twenty 7<sup>th</sup> and 8<sup>th</sup> graders. The students will be signing NO- Use Contracts related to alcohol, tobacco, marijuana, and other drugs as a way to formally commit to making positive choices in their life.

### **Industrial Technology:**

8th graders are finishing up our electricity unit. A new lab/project involved having the students build simple motors to demonstrate electromagnetism and induction

7th graders are building bridges

6th graders are trying something new this quarter by doing robotics first instead of last. More info next month!

### **Library:**

Olive Woodward taught seventh graders how to use the eFollett bookshelf to access e-books and audiobook titles through the Dover Sherborn Middle School catalogue. Students were very enthusiastic. At the beginning of the day, one title was checked out, and by the end of the day, 13 of the 32 titles had been checked out. Ms. Woodward is planning to increase the selection of electronic titles in our collection.

### **Music:**

The UMass Doo Wop Shop will be coming to sing for our school this spring! Having recently sung for the president of the United States and opened for the New York City Rockettes, this contemporary a cappella group from UMass will be performing for the middle school as well as hosting workshops throughout the day to work with our student ensembles.

Sixth grade chorus continues to collaborate with the Spanish and French departments as they learn folksongs from French and Creole cultures, as well as learn a fun parody tune to practice their skills from Spanish Class. Along with different cultures, come many unique rhythm patterns that have been exciting to explore as an ensemble.

Grade 7 and 8 chorus have taken off with their small group singing projects, truly showing leadership and teamwork as well as a mastery of many musical skills. These small projects will be performed at our MS Arts festival on June 1st.

### **6<sup>th</sup> Grade:**

On Friday, April 17<sup>th</sup>, sixth grade students on both the Sun and Moon teams had the opportunity to view the "Chariot of the Sun" Greek mythology assembly. The performance by Jeffrey Benoit, was brought to us through a grant from POSITIVE, and included dramatic performances of the myths of Phaethon and his chariot, Pandora and her mysterious box, and Odysseus and the Cyclops. Students were selected from the audience to help perform each of the tales and the kids really enjoyed the show.

### **Student Council:**

On Friday, April 17<sup>th</sup>, the DSMS Student Council held an extremely successful bake sale and raised over \$230 for Boston Children's Hospital!

Student Council has also organized a spirit week to be held Monday, May 4<sup>th</sup> - Friday, May 8<sup>th</sup>. Each day will have a different theme: "Movie Monday"/ "May the 4th Be With You," "Tiki Tuesday"/ "Hawaiian Day," "Wild West Wednesday," "Throwback Thursday," and "Fluorescent Friday." Students are encouraged to dress up each day in order to express their school spirit.

As a part of Spirit Week, there will also be a 6th and 7th grade dance sponsored by Student Council on Friday, May 8<sup>th</sup>, from 7:00 to 9:00 pm in the middle school gym. The theme for the dance is Neon (Glow in the Dark) in conjunction with "Fluorescent Friday," and the cost of admission is \$10 (paid at the door). The dance is for 6th and 7th grade DSMS students only.

### **Professional Development:**

Erin Newman attended the National Council of Teachers of Mathematics conference and has started to share new resources and ideas with the department.

### **DS Professional Growth & Evaluation System Update:**

Brian Meringer, Terry Green, Ellen Chagnon, and I have completed the second half of our classroom

observations. We are currently in the process of meeting with all staff to review the progress they have made with their SMART goals and completing the Summative Evaluations for staff that are on cycle.

**Personnel:**

We are working with Terry Green to fill the Language Based position that is open due to the recent resignation of Nan Leighton.

**Plants and Facilities:**

The middle school is very appreciative of the efforts of Ralph Kelly, Dave Bonavire, Chris Hendricks and the entire Plants and Facilities staff for their efforts in keeping the building and grounds in outstanding condition. Special thanks to Chris Hendricks for assisting in “refreshing” Nora’s Garden in front of the middle school.

**School Council:**

**Dover Sherborn Middle School  
School Advisory Council Agenda  
May 4<sup>th</sup>, 2015  
3:00 PM  
MS Conference Room**

- 1 Welcome
- 2 Handbook
- 3 School Improvement Plan
- 4 Other Business – Review Survey Results
- 5 Adjourn

Scott Kellett, Anita Sebastian, Joelle Sobin, Irene Wieder, Amy lam, Alison Carothers  
(Thank you Anita, for taking minutes!!)

## **HANDBOOK**

- Changes from Lawyers have been sent
- Discussed locker decoration
- Can be an inclusion situation
- 7th grade girls are using this for social exclusion
- The locker problems are part of a bigger outside social problems and the internet (Instagram) makes it worse - can affect a child's day
- Joelle will call surrounding schools to see how they handle locker decorating

## **SCHOOL IMPROVEMENT PLAN**

- Add information about LBLD under Focus Area #1 in the Timeline column
- Take out specific names (Ann and Martha)
- Scott will check with Terry Green to see what Ann Larson's role will be next year
- The administration is committed to literacy PDs
- Ann and Martha should coordinate so that their instruction doesn't overlap
- Add the following to Focus Area #3 under Timeline:

Departments will evaluate the quantity, purpose, and value of homework, as it relates to the well-balanced student, and implement appropriate adjustments.

## **OTHER BUSINESS**

- Brian Meringer and Kim Phelan will attend a school committee meeting to discuss the idea of BYOD for eighth grade students.
- Question - who will lead the "start school later" study when Steve Bliss leaves - Scott believes that there will be a report on the findings in late April
- Next meeting - May 4th

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Mr. John Smith  
Headmaster

Ms. Ann Dever-Keegan  
Asst. Headmaster

Ms. Ellen Chagnon  
Guidance Director

Mr. Heath Rollins  
Athletic Director

TO: Mr. Steven Bliss, Superintendent  
FROM: John G. Smith, Headmaster, DSHS  
RE: Headmaster's Monthly Report  
DATE: May 5, 2015

### **Headmaster's Reflections**

The next few weeks will be a very busy time at the High School. Many students will be taking their Advanced Placement Exams, freshmen and sophomores will be taking the math and science/technology MCAS and seniors will be completing their senior presentations as well as their final exams. In addition, over 400 student athletes will be completing their spring sports seasons with several teams and participants competing in post season tournaments. Finally students will be participating in the Junior-Senior prom as well as the Teacher appreciation program to honor retiring teachers as well as those who will be leaving the district. This is an exciting time for students, faculty and administration as we head into the final stretch before the summer vacation.

### **HS Events:**

Monday May 4<sup>th</sup>- Friday May 15<sup>th</sup>- AP Exams  
Friday May 15<sup>th</sup>- Junior-Senior Prom/Early Release 5:00 Pre-Prom Nora Searle Field  
Tuesday May 19<sup>th</sup> and Wednesday May 20<sup>th</sup> Mathematics MCAS  
Thursday May 21<sup>st</sup>- Senior Project Presentations  
Monday May 25<sup>th</sup>- No School Memorial Day  
Tuesday May 26<sup>th</sup>- DS Drama Banquet 6:30 Connors Center  
Wednesday May 27<sup>th</sup>-Underclassmen Awards 7:00 Mudge Auditorium

### **Student Recognition:**

On March 26<sup>th</sup>, 2015, I received a letter from the National Merit Scholarship Corporation, indicating that senior Dylan M. Barody had been selected as a winner of a National Merit \$2500.00 scholarship underwritten by Textron Charitable Trust. From approximately 1.5 million students who entered the 2015 National Merit Scholarship Program, only about 16,000 were named Semifinalists. In order to advance in the completion and be considered for a Merit Scholarship award, a Semifinalist had to become a Finalist by fulfilling several requirements that included submitting a detailed application and presenting a record of very high academic performance. All winners of about 8000 national Merit Scholarships are chosen from the group of approximately 15000 distinguished Finalists. (Source-National Merit Scholarship Corporation.) This announcement is to be confidential until May 6<sup>th</sup> 2015. Congratulations to Dylan for this very prestigious scholarship.

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## **Curriculum and Learning**

Three seniors and their chaperone English teacher Lindsay Li arrived back to the United States after their eight week trip to China. Each of the students and Ms. Li reported the trip was a life changing event. The school was able to follow their journey through their blogs as well as the numerous photos they sent to us to be viewed on our lobby television monitor. These experiences capture the importance of travel and meeting and understanding different cultures. The students and Ms Li will be presenting their experiences and sharing their stories with us at their China Banquet which will be held on Thursday May 7<sup>th</sup> from 6:30-8:30 PM in the Cafeteria Commons. Thank you to Ms. Rebecca Vizulis, for her pre instruction to our students in the fall, as well as her coordination of this wonderful trip.

## **Athletics-**

The Athletic Department is pleased to report 380 students are participating on our spring sports teams. Official team participation numbers are: Baseball 31, Boys Lacrosse 48, Girls Lacrosse 41, Sailing 19, Softball 30, Boys Tennis 21, Girls Tennis 16, and Track and Field 174, the total number of roster spots filled for the school year is 951.

After weather delayed the beginning of the season, our programs are off to a great start. Our boys and girls lacrosse teams and boys and girls tennis teams are in great position at the midpoint of the season.

## **Guidance News**

PSAT Testing Date Change:

Historically the College Board has allowed schools to give the PSAT tests to students on a specific Wednesday and Saturday in October. This year the PSAT is redesigned so the College Board has changed their practice and will only allow schools to test on two specific Wednesday dates. One of the dates, October 28<sup>th</sup>, is already a half day for the region, so we will be working to utilize that date for the testing. The current plan is to run regular freshmen and senior classes and have the sophomores and juniors who sign up for SAT's take the test in the cafeteria and in certain blocks of classrooms in the high school. The specific details will be worked out in August and September once we know course schedules, room usage and how many students.

AP Exams:

AP exams will be held during the first two weeks of May. Students have already completed pre-registration activities to help maximize testing time on exam day.

Curriculum and Student Contact:

Freshmen have been participating in small group classes to learn how to access Naviance. They have also begun to fill in their activities in the resume builder section of Naviance. During this classroom experience, students are also learning about Mindfulness and participating in some activities to help them focus on the moment in an effort to reduce stress and teach coping strategies.

Juniors are participating in a 5 class seminar series during this quarter where they focus on college exploration, an introduction to the application process, resume building, and interviewing tips.

Local Scholarships:

Local Scholarships have been available to seniors and in some cases graduates since the beginning of April. Students and parents have been notified of scholarship opportunities via direct emails and through the weekly

email blast. Many students have taken applications and the closing date to return to guidance or to the specific foundation is May 1<sup>st</sup>.

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## Central Office Report to the Dover-Sherborn Regional School Committee May, 2015

### Superintendent's Updates

#### PARCC Public Forums

The Board of Elementary and Secondary Education will hold a series of public forums across the state on the upcoming decision on whether to sunset the Massachusetts Comprehensive Assessment System (MCAS) and adopt the Partnership for the Assessment of College and Careers (PARCC). Members of the public are invited to attend and offer their perspectives on the PARCC assessments on the following dates:

Monday, May 18 at Bunker Hill Community College, A300 Auditorium, 4-7:00 p.m.

Wednesday, June 10 at Bridgewater State University, Rondileau Campus Center Ballroom, 4-7:00 p.m.

Monday, June 22 at North Shore Community College, Gymnasium, 4-7:00 p.m.

The Board of Elementary and Secondary Education is expected to make a decision this fall as to whether PARCC should replace current MCAS tests in English language arts and mathematics. As a reminder, regardless of the Board's decision, the high school MCAS tests will remain a graduation requirement through at least the class of 2019. The Board will review the results of last year's field tests, this year's operational tests, studies conducted by other organizations, and feedback from the forums.

#### Norfolk County Teachers Association (NCTA) Award Recipients

The Norfolk County Teachers Association (NCTA), the oldest teachers' group in the country, was founded by Franklin's own Horace Mann. The NCTA is an organization dedicated to the service of teachers and students. Low-cost graduate level courses, grant funding, student book awards, student scholarship awards, and an annual meeting with the local presidents are just a few of the programs that NCTA has designed, supported, and funded throughout the years. Each year the 'sold out' Annual Awards Dinner honors teachers, laypeople, and students. This year's award recipients from DS include:

Robin Mansfield, special educator from Pine Hill, who will receive an Honor Award

Marilyn Mahoney, educational assistant from DSMS, who will receive a Service Award

Caroline Body, DSHS senior who will receive a Future Educator Award

#### FEMA Reimbursement

On April 13 the Commonwealth received a Major Disaster Declaration making federal funding available under FEMA's Public Assistance (PA) Program as a direct result of the January 26-28 blizzard. PA assistance will be made available to local governments, state agencies, and various eligible private non-profit organizations within the ten (10) counties listed above for emergency work and permanent repair and replacement of facilities damaged as a direct result of the January 26-28 blizzard.

The Massachusetts Emergency Management Agency (MEMA) will conduct nine Applicant Briefings. The briefings will explain the reimbursement process for receiving Federal funds for eligible expenses incurred as a result of the severe storm

Ms. Heidi Perkins, Assistant Business Manager, will attend the May 7 briefing.



## Fiscal Year 2015 Budget

### *9C Cuts*

In February we provided a copy of a letter dated January 23 that was sent to the Attorney General concerning the 9C cuts. The letter was written by Senator Gobi and Representative Ferguson and signed by a total of 63 senators and representatives. The Massachusetts Association of Regional Schools (MARS) requested the letter be sent as a means of formally inquiring whether Section 15 of the 2010 Act limits a Governor's authority to reduce regional school transportation (Chapter 71) allotments under Section 9c.

MARS obtained a legal opinion stating that the 2010 law concerning 9C cuts to regional transportation has merit. That opinion has been sent to legislators and to Administration and Finance. The opinion is also being discussed with the Baker administration as it relates to possible changes to the FY15 9C cut.

### *Fiscal Year 2015 Capital*

Included in your April 7 packet was a table detailing the expenses associated with each approved FY15 project.

Regional School Committee members sought confirmation from bond counsel as to whether residual funds from one project in a given year, FY15 in this instance, could be used to potentially offset shortfalls associated with other approved (FY15) projects. Attorney Rick Manley, bond counsel, confirmed that an overage on one appropriated item for the Regional School District in a given year's appropriation does not raise municipal finance concerns where (1) the Regional School is the "local" school district and thus should have the same autonomy as provided under MGL Chapter 71, Section 34; and (2) the overage on the one item does not cause an overage in the total appropriation. The basic rationale is that the District asked for a specific amount of money in total in a given fiscal year to be spent on a list of items. In this overage-shortfall scenario, the District is still spending the appropriated sum on that list of items. Attorney Manley shared that it would be of concern if each single item were appropriated, rather than the total.

## Fiscal Year 2016 Budget

The House Ways and Means Committee release its \$38M Fiscal Year 2016 budget on April 15. Its budget is \$100M less than the budget proposed by Governor Baker.

The House Ways and Means budget increases spending over the current fiscal year by 2.8 percent. It makes additional investments in local aid and some social services. The House budget calls for several investments above what Governor Baker proposed. Specifically, in terms of local aid to cities and towns, it adds an additional \$34M for unrestricted local aid, \$3M for education aid, and \$13.3M for regional school transportation and special education. If approved, both local government and education aid would be at their highest levels in recent years. Under the House budget, school districts would get an average of \$25 in additional money per pupil, compared to \$20 per pupil in the Governor's budget.

### *State Aid*

Included in your May 5 packet is a spreadsheet developed to track State Aid numbers as the FY16 budget evolves at the state level. The spreadsheet reflects a net increase of \$17,477 in State Aid for FY16, net of an increase in Chapter 70, a decrease in Chapter 71, and school choice tuitions (out) **per the Governor's budget**. The spreadsheet reflects a net increase of \$69,481 in State Aid for FY16, net of an increase in Chapter 70, a decrease in Chapter 71, and school choice tuitions (out) **per the House Ways and Means budget**.

### *Regional Transportation*

The Governor's House 1 FY16 budget proposes Regional Transportation at \$51,521,000, thereby level-funding Chapter 71 at the FY15 appropriation. It is important to note, of course, that the FY15 appropriation was ultimately reduced by Governor Patrick before leaving office, resulting in a nearly \$129,000 cut to the

Dover-Sherborn Chapter 71 allocation for FY15. The initial Cherry Sheet estimate based on the Governor's budget showed Dover-Sherborn receiving \$364,283 in Chapter 71 funding in FY16, a \$9,107 decrease over FY15.

The House Ways and Means Committee released its FY16 budget on April 15 reflecting an increase of \$5M to Regional Transportation, putting the line at \$56,512,000, an estimated 70% reimbursement rate. MARS proposed an amendment for an additional \$4M, which would place reimbursement at 75%. Representatives are working on this Amendment as well. What we do know and can report is that the most recent Cherry Sheet, reflecting House Ways and Means figures, shows Dover-Sherborn receiving \$410,247 in Chapter 71 funding in FY16, a \$36,857 increase over FY15.

By way of background, regional schools districts develop a transportation budget that is assessed to its member towns. Before the assessment is sent, it is reduced by the amount of regional transportation reimbursement from the Commonwealth. This reimbursement, so-called Chapter 71, is direct local aid to member towns.

Reimbursement is based on students being transported more than a mile and half one way from their home to the school they attend. The amount each district receives is based on prior year expenses reported on the End of Year Report. Each year a certain amount is appropriated by the Commonwealth which is compared to the eligible expenses (more than a mile and half) and a percent is then sent to the regional school district. The district then passes the funds to its member towns to reduce the cost of transportation, which of course has the net effect of reducing member districts' assessments.

The Massachusetts Association of Regional Schools (MARS) is urging the Legislature to fund Regional Transportation at \$64,521,000, which is nearly 80 percent.

#### METCO

The House Ways and Means Committee released its FY16 budget on April 15 reflecting level funding of the METCO line item 7010-0012. Level funding reflects the pre-9C so if approved by the House would be \$19,142,582. However, Representative Jay Kaufman, METCO's caucus leader in the House, filed Amendment #10 - METCO Funding, calling for the line to be increased to \$21M. Representatives Linsky and Garlick both endorsed Amendment #10. On the afternoon of April 29 the House Ways and Means Committee adopted the METCO amendment filed by Representative Kaufman with a \$1M increase to the METCO Program.

#### Metrowest Adolescent Health Survey Results

Initial reports from the Region's 2014 MetroWest Adolescent Health Survey were included in the April 7 Regional School Committee packet.

The second phase of comprehensive reports, including data from all items on the survey, is due in May.

A meeting was held on April 29 involving Ms. Dara Johnson, Ms. Ellen Chagnon, Ms. Heidi Loando, Ms. Laura McGovern, and Ms. Andrea Merritt to review the Key Indicators Report. The goal of the meeting was to review the data with an eye on programmatic and/or curricular changes that should be enacted to respond to the findings. The group also discussed the most effective way to share the data with middle and high school faculty members.

The MetroWest Health Foundation will meet with identified school district personnel from across the area on June 4 to review the 2014 regional findings from the MetroWest Adolescent Health Survey. Attendees will also discuss the meaning and impact of the data on schools and communities over the last decade.

Based on 2010 and 2012 survey data, a Stress Management and Drugs and Society electives were created at the high school. Changes were also made to the middle school health curriculum. In addition, MARC was enlisted to present on online safety to middle school and high school students.

### Food Service

Included in your May 5 packet please find a letter from the School Nutrition Association confirming Ms. Madden's designation as a member of the Association's Executive Board for the 2015-16 school year. Ms. Madden is a long-standing member of the Executive Board.

Included in your May 5 packet is a flyer for an upcoming food service self-assessment seminar sponsored by TEC to take place May 7. A member of the Business Office will attend this session with Ms. Madden.

### Staff Recognition

Congratulations to Ana Hurley, MS science teacher/curriculum leader, and to Laura Mullen, MS English teacher/curriculum leader, as their proposal to present with author Ms. Joyce Sidman at the 2015 Annual Convention of the National Council of Teachers of English (NCTE) Conference in Minneapolis in November. Ms. Hurley and Ms. Mullen's proposal was selected from more than 1,500 submitted for this year's Conference.

### New Earned Sick Leave Law, 2015

On November 4, 2014, Massachusetts voters passed Ballot Question 4, providing earned paid sick leave for employees. Effective July 1, 2015, employers with 11 or more employees will be required to allow all employees to accrue and use up to 40 hours of paid sick leave per calendar year.

As it now stands, for purposes of municipal employers, the statute is not yet the law because cities and towns are not considered "employers" unless the municipal legislative body (city council, town meeting or town council) votes to accept the law, the Massachusetts Legislature enacts it by a two-thirds vote of each house present and voting, or the Massachusetts Legislature funds the costs to municipalities.

The Attorney General is expected to promulgate regulations to help clarify the provisions of the new law prior to July 1, 2015. Until then, we are pleased to include the attached summary of information employers should know to comply with this new law.

### *For What Purposes Can Sick Time Be Used?*

Employees may use earned sick leave to:

- Care for a physical or mental illness, injury or medical condition affecting the employee or the employee's child, spouse, parent, or parent of a spouse;
- Attend a routine medical appointment for the employee, or the employee's child, spouse, parent or parent of a spouse; or
- Address the psychological, physical or legal effects of domestic violence.

### *How Is The Sick Time Earned?*

Employees earn a minimum of one hour of sick leave for every 30 hours worked. For purposes of earning sick time, employees who are exempt from overtime requirements under the Fair Labor Standards Act are assumed to work 40 hours per work week, unless their normal work week is less than 40 hours. Employees may earn up to 40 hours of sick time per calendar year, and may carry over up to 40 hours of earned but unused sick time to the next calendar year.

Employees begin accruing sick time on July 1, 2015 or their date of hire, whichever is later. Employees may begin using earned sick time after 90 days of employment.

### *May An Employer Require Documentation Relating To The Need For Sick Time?*

An employer may only require verification of the employee's need for sick time if the employee uses sick time for more than 24 consecutively scheduled work hours. As a result, there will be a number of circumstances where employers cannot require such documentation, as employees may use their earned sick time intermittently, either in hourly increments or in the smallest increments the payroll system uses to account for absences. The employer may not delay or deny sick leave for lack of medical documentation and may not require that the documentation detail the nature of the illness or circumstances involving domestic violence.

### Elementary Schools' News

#### Pine Hill School

Ms. Denise Hosey, a beloved special educator at Pine Hill, announced her retirement in April. Ms. Hosey first started with the Sherborn Schools at age 21 and has served our community with pride, dignity, dedication, and professionalism for 42 years. We wish Ms. Hosey the best in retirement and thank her for more than four decades of service.

### Assistant Superintendent's Updates

#### PARCC Update

As you recall, all Massachusetts school districts were afforded an opportunity to continue administering the MCAS for the spring 2015 assessment window or to pilot the PARCC. The Dover Sherborn Public Schools chose to continue with the MCAS. In the fall of 2015, the MA DESE will be considering both assessments as it determines which assessment to endorse in future years. Since some surrounding districts did pilot the PARCC, it seemed timely to provide an update on the PARCC assessment and the spring administration.

Anthony Ritacco, Director of Technology for DS, and I have been listening to our colleagues who chose to administer the PARCC as they discussed this new assessment and its administration. Of note, districts mentioned that during the first day of the assessment students had difficulty logging in to the Pearson test site, with a lag in time for students to complete the timed assessment. Moreover, a robust infrastructure for all students to complete the assessment wirelessly coupled with a lack of sufficient devices for students was noted. Many districts also commented that the assessment itself was "different" from the MCAS in that students needed to think more critically by comparing and contrasting ideas, by integrating content from multiple sources, and by applying complex problem solving strategies. The physical manipulation of text online and the requirement to cite specific evidence from the text in responses was new to some students.

#### Wellness

The K-12 Wellness Implementation Subgroup met on April 27 to review the wellness implementation guidelines in the areas of nutrition, physical activity, and social and emotional wellness. A draft of each area was reviewed and revisions suggested. These guidelines, once reviewed by administration and previewed by the school committees, will be posted to the DS website.

#### Educator Evaluation

A component of the educator evaluation system is to solicit feedback from students regarding their learning experience with the classroom educator and to solicit feedback from educators regarding the leadership of their administrator. Recently, a cohort of educators across all four schools piloted the Panorama student survey of educators and all of our administrators piloted the educator survey of administrators. The Educator Evaluation Committee meets on May 6 to debrief the Panorama and Tripod surveys administered by identified educators in each building. We need to determine the pros and cons of each survey tool and to make a recommendation for the districts going forward on a survey tool to meet the requirements of the educator evaluation system.

### Professional Development

Walkthroughs with the building administrators are continuing, with a discussion following each session to debrief instructional strategies. During these sessions, the administrator and I are working on crafting professional development activities for the 2015-2016 school year, aligning these with school and district goals. For example, in meeting with Mr. Kellett, some of the middle school professional development will focus on close reading and language-based strategies, coupled with a continued focus on educator evaluation system. Mr. Smith and I discussed working on Challenge Success, completing UbD units, and continued implementation of the educator evaluation system for some of the professional development early release days. Ms. Chris Luczkow and I attended a MA DESE sponsored Low-Incidence District English Language Learners workshop. The focus of the session centered on creating Understanding by Design (UbD) units that incorporate content standards and WIDA standards for reading, speaking, listening and writing. These language objectives outline what a student understands and can explain about a specific content area. This work dovetails with DS's work already underway with writing UbD units.

### Special Education Director's Updates

System-wide aggregate data from the Special Education Parent Survey were included in the April 27 joint school committee packet.

We are pleased to include data specific to the middle and high schools in the May 5 Regional School Committee packet.

### Business Manager's Update

#### Status of Appropriations as of April 30, 2015

Attached please find the Status of Appropriations as of April 30. Our E&D projection stands at 4.05 percent. The projected net operating surplus is \$600,000. The net surplus is comprised of \$190,000 in excess revenues and \$410,000 in positive expenditure variances. The majority of the revenue surplus is comprised of \$177,000 in additional Chapter 70. The expenditure variances are \$200,000 contact legal settlements, \$60,000 in utilities, \$20,000 in Transportation, \$80,000 in Healthcare and \$50,000 in Miscellaneous operating expenditures. We do not anticipate any turn-back from salaries accounts as we have had several people out on paid leaves throughout the school year that required long and short term subs. We anticipate the sub account to be over budget by up to \$60,000 as a result. Any positive salary variance will offset this and additional overtime costs for snow removal this winter.

Snow removal costs for FY15 stand at \$71,377, versus \$34,897 in FY14. We budget \$25,000 for this cost. We may qualify for FEMA reimbursement for costs attributable to the January 28-29 blizzard only. We are in the process of identifying those costs. Any reimbursement will likely be received in FY16.

The bond issuance costs appearing on the Status of Appropriations are attributable to bond refunding. This will be offset when the debt service is paid in May and the proceeds recorded for the new issue. This has already been factored into to the projections for E&D.

### Facilities

#### *Wastewater Treatment Facility*

We were informed that the WWTF met permit in March.

#### *Capital Subcommittee*

Mr. Kelley met with the Capital Subcommittee concerning the door project, the only capital project remaining from the FY14 Annual Town Meeting. We contacted Attorney Rick Manley, bond counsel, to ensure that we can utilize the any variance that exists from completed projects to projects that are not completed and for which the estimate is over budget. (See *Fiscal Year 2015 Capital* under Superintendent's Updates).

*Food Service*

Ms. Janelle Madden requests an increase in school lunch prices for the upcoming school year. Attached is a recent TEC survey on current pricing. We will ask for a vote from each school committee at its scheduled June meeting. An increase was also suggested in the Edvocate Report as it pertained to the financial condition of the food service program to address ongoing cost increases and capital needs.

Food service revenue is up by 6.3 percent or \$23,934 over the same period last year.

*FY15 Regional Capital Projects Update*

The carpeting projects were completed over the holiday recess, as planned.

Lindquist lavatory rehab:

Phase One Partition Replacement – Complete

Phase Two Painting – Complete

Phase Three Floor Refinish – Complete

HS main entrance concrete plaza replacement – Complete

WWTF Replacement parts – June 2015 (need to run WWTF full year to determine replacement part June 2015)

Lindquist Commons exterior entry & service doors – Likely deferral to FY17

**FY16 Local Aid Estimates  
Dover Sherborn Regional School**

**Governor's Budget**

	<b>FY2015 Cherry Sheet Estimate</b>	<b>FY2016 Budget</b>	<b>FY2016 Governor's Budget Proposal</b>	<b>Variance from DS Projections FY2016</b>
<b>Education:</b>				
Chapter 70	1,629,376	1,613,552	1,653,536	39,984
Regional School Transportation	501,763	373,390	364,283	-9,107
Charter Tuition Reimbursement	0	0	0	0
<b>Offset Receipts:</b>				
School Choice Receiving Tuition	0	0	0	0
<b>Total Estimated Receipts:</b>	<b>2,131,139</b>	<b>1,986,942</b>	<b>2,017,819</b>	<b>30,877</b>
<b>Estimated Charges:</b>				
Special Education	0	0	0	0
School Choice Sending Tuition	13,400	13,400	26,800	13,400
Charter School Sending Tuition	0	0	0	0
<b>Total Estimated Charges:</b>	<b>13,400</b>	<b>13,400</b>	<b>26,800</b>	<b>13,400</b>
<b>Receipts Net of Charges:</b>	<b>2,117,739</b>	<b>1,973,542</b>	<b>1,991,019</b>	<b>17,477</b>

**House WM**

	<b>FY2015 Cherry Sheet Estimate</b>	<b>FY2016 Budget</b>	<b>FY2016 House Budget Proposal</b>	<b>Variance from DS Projections FY2016</b>
<b>Education:</b>				
Chapter 70	1,629,376	1,613,552	1,659,576	46,024
Regional School Transportation	501,763	373,390	410,247	36,857
Charter Tuition Reimbursement	0	0	0	0
<b>Offset Receipts:</b>				
School Choice Receiving Tuition	0	0	0	0
<b>Total Estimated Receipts:</b>	<b>2,131,139</b>	<b>1,986,942</b>	<b>2,069,823</b>	<b>82,881</b>
<b>Estimated Charges:</b>				
Special Education	0	0	0	0
School Choice Sending Tuition	13,400	13,400	26,800	13,400
Charter School Sending Tuition	0	0	0	0
<b>Total Estimated Charges:</b>	<b>13,400</b>	<b>13,400</b>	<b>26,800</b>	<b>13,400</b>
<b>Receipts Net of Charges:</b>	<b>2,117,739</b>	<b>1,973,542</b>	<b>2,043,023</b>	<b>69,481</b>



April 6, 2015

Steven Bliss  
Superintendent  
Dover Sherborn Public Schools  
157 Farm Street  
Dover MA 02030

Dear Dr. Bliss:

On behalf of the School Nutrition Association of Massachusetts, I take this opportunity to thank you for supporting Janelle Madden's decision to serve as Chapter 4 Delegate on the Association's Executive Board for the year 2015-16.

The School Nutrition Association of Massachusetts is a state affiliate of the School Nutrition Association with a national membership of more than 54,000. We are organized and supported by a volunteer executive board of directors which consists of our officers, committee chairs and chapter delegates. We bring information, services and continuing education to school nutrition and food service professionals in Massachusetts.

While serving on the Executive Board, Janelle will be expected to attend four executive board meetings this year. One of these meetings is held in conjunction with our fall conference.

As you know, school nutrition professionals continue to face complex challenges. We must balance the demand for high-quality, nutritious school meals with increasing financial pressures. The attention being focused on child obesity provides us with an exceptional opportunity to promote the quality and value of school meal programs. Working together our executive board will help schools meet these challenges and we thank you again for your support.

Sincerely,

A handwritten signature in black ink that reads "Sylvana Bryan".

Sylvana Bryan, SNS  
President-Elect

cc: Janelle Madden

141 Mansion Drive,  
Suite 200  
East Walpole, MA 02032



781-326-2473  
Fax: 508-660-1124  
Email: [tec@tec-coop.org](mailto:tec@tec-coop.org)  
[www.tec-coop.org](http://www.tec-coop.org)

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**Designed for: Business Managers and Food Service Directors**

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# Are You Ready for Your Administrative Review?

## A How-To on Performing a Self-Assessment of Your Program

**Date & Time:** Thursday, **MAY 7th** from 8:30am-11:30am

**Location:** TEC in East Walpole

**Cost:** \$75 TEC Members; \$95 Non-Members

- This workshop is designed to assist you in performing a self-assessment of your program to help improve operational excellence and compliance, presented by a facilitator whose district just successfully “passed” their review. The instructor, Maria Hall, will share insights she has based on this experience.
- Developing, understanding and recording your financial and operational procedures at a departmental level will provide you more control and a clearer picture of how your food service operation is performing.
- Well organized operational and financial procedures can help ensure program compliance.

**About the Instructor:** ***Maria Hall** is the District School Nutrition Director of Walpole Public Schools. She is a licensed Registered Dietitian and School Nutrition Specialist with her Masters Degree in Leadership. She brings over twenty-five years of experience in Nutrition and Food Services. The vast experience that Maria has in food and nutrition services encompasses many different types of operations including healthcare, business and industry and retail as well as consulting for private schools. She has an extensive training and education background acting as Visiting Lecturer for Framingham State University’s Food and Nutrition Program. She has for the past 15 years acted as a preceptor for Framingham State University’s dietetic interns in the Coordinated Program in Dietetics. In addition, has taught several different courses and workshops for the John Stalker Institute of Food and Nutrition, a partnership with the Department of Elementary and Secondary Education Programs and Services. She is ServSafe certified in Food Safety and also is a ServSafe Instructor and registered ServSafe Examination Proctor.*

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**To register:** complete this form and fax, **along with a PO**, to: 508-660-1124

**Please register me!**

\$75 TEC Member District *Please circle the TEC member district in which you work:*

Canton Dedham Dover/Sherborn Framingham Holliston Hopkinton Medfield Millis Natick Needham Norwood Walpole Wayland Westwood

Non-TEC Member District/Private School: \$95

Name: \_\_\_\_\_ School: \_\_\_\_\_

School Address: \_\_\_\_\_ Role: \_\_\_\_\_

City, state, zip code: \_\_\_\_\_

Email: \_\_\_\_\_ Preferred Phone #: \_\_\_\_\_

## **New Earned Sick Leave Law, 2015**

On November 4, 2014, Massachusetts voters passed [Ballot Question 4](#), providing earned paid sick leave for employees. Effective July 1, 2015, employers with 11 or more employees will be required to allow all employees to accrue and use up to 40 hours of paid sick leave per calendar year.

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Employees may use earned sick leave to:

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**TEC SURVEY OF LUNCH PRICES  
2014-15**

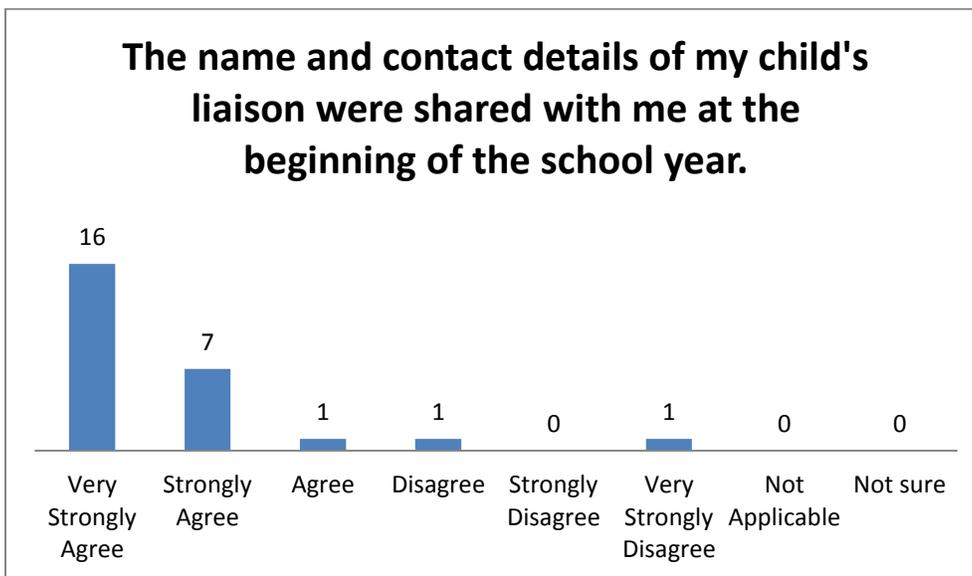
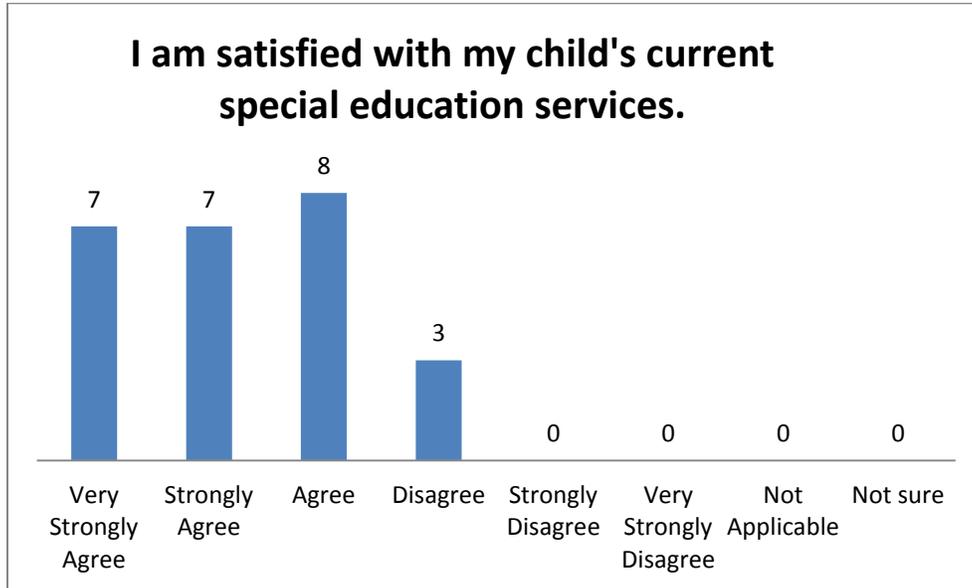
<b>School District</b>	<b>Elementary</b>	<b>Junior High</b>	<b>High School</b>	<b>Total Pricing</b>
Milton	\$2.00	\$2.25	\$2.50	<b>\$6.75</b>
Douglas	\$2.30	\$2.30	\$2.60	<b>\$7.20</b>
Westport	\$2.25	\$2.50	\$2.50	<b>\$7.25</b>
Milford	\$2.25	\$2.50	\$2.75	<b>\$7.50</b>
Ashland	\$2.50	\$2.75	\$2.75	<b>\$8.00</b>
North Attleborough	\$2.50	\$2.75	\$2.75	<b>\$8.00</b>
Reading	\$2.50	\$2.75	\$2.75	<b>\$8.00</b>
Wakefield	\$2.50	\$2.75	\$2.75	<b>\$8.00</b>
<b>Needham</b>	<b>\$2.30</b>	<b>\$2.55</b>	<b>\$3.30</b>	<b>\$8.15</b>
Acton	\$2.75	\$2.75	\$2.75	<b>\$8.25</b>
Bellingham	\$2.50	\$2.75	\$3.00	<b>\$8.25</b>
Blackstone Valley	\$2.50	\$2.75	\$3.00	<b>\$8.25</b>
Braintree	\$2.50	\$2.75	\$3.00	<b>\$8.25</b>
Canton	\$2.50	\$2.75	\$3.00	<b>\$8.25</b>
Mendon-Upton	\$2.75	\$2.75	\$2.75	<b>\$8.25</b>
Nashoba	\$2.75	\$2.75	\$2.75	<b>\$8.25</b>
Sharon (tier)	\$2.50	\$2.75	\$3.00	<b>\$8.25</b>
<b>Weston</b>	<b>\$2.50</b>	<b>\$2.75</b>	<b>\$3.00</b>	<b>\$8.25</b>
<b>Medfield</b>	<b>\$2.50</b>	<b>\$3.00</b>	<b>\$3.00</b>	<b>\$8.50</b>
Norwood	\$2.50	\$3.00	\$3.00	<b>\$8.50</b>
<b>Holliston</b>	<b>\$2.75</b>	<b>\$3.00</b>	<b>\$3.00</b>	<b>\$8.75</b>
Hopedale	\$2.75	\$3.00	\$3.00	<b>\$8.75</b>
Mansfield	\$2.75	\$3.00	\$3.00	<b>\$8.75</b>
Millbury	\$2.50	\$2.75	\$3.50	<b>\$8.75</b>
Uxbridge	\$2.75	\$3.00	\$3.00	<b>\$8.75</b>
Westford	\$2.75	\$3.00	\$3.00	<b>\$8.75</b>
Andover	\$2.75	\$2.85	\$3.25	<b>\$8.85</b>
Arlington	\$3.00	\$3.00	\$3.00	<b>\$9.00</b>
Ayer/Shirley	\$2.75	\$3.00	\$3.25	<b>\$9.00</b>
Lincoln	\$3.00	\$3.00	\$3.00	<b>\$9.00</b>
Littleton	\$3.00	\$3.00	\$3.00	<b>\$9.00</b>
<b>Acton-Boxborough (tier)</b>	<b>\$2.75</b>	<b>\$3.00</b>	<b>\$3.25</b>	<b>\$9.00</b>
Leicester	\$3.00	\$3.00	\$3.00	<b>\$9.00</b>
Sutton	\$3.00	\$3.00	\$3.00	<b>\$9.00</b>
<b>Westwood</b>	<b>\$2.75</b>	<b>\$3.00</b>	<b>\$3.25</b>	<b>\$9.00</b>
Bedford	\$2.75	\$3.00	\$3.50	<b>\$9.25</b>
Dedham (Current)	\$2.75	\$3.00	\$3.50	<b>\$9.25</b>
<b>Lexington</b>	<b>\$2.75</b>	<b>\$3.00</b>	<b>\$3.50</b>	<b>\$9.25</b>
Wachusett	\$3.00	\$3.00	\$3.25	<b>\$9.25</b>
Maynard (tier)	\$2.75	\$3.00	\$3.50	<b>\$9.25</b>
Belmont (Current)	\$2.50	\$3.00	\$3.25	<b>\$8.75</b>
Belmont (Proposed)	\$2.75	\$3.25	\$3.50	<b>\$9.50</b>
Groton Dunstable	\$3.00	\$3.25	\$3.25	<b>\$9.50</b>
Walpole	\$3.00	\$3.25	\$3.25	<b>\$9.50</b>
<b>Dover-Sherborn (Current)</b>	<b>\$2.75</b>	<b>\$3.25</b>	<b>\$3.25</b>	<b>\$9.25</b>

**TEC SURVEY OF LUNCH PRICES  
2014-15**

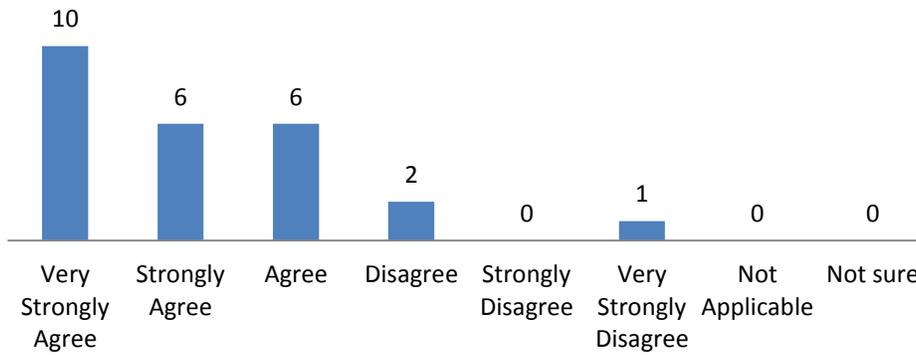
Dover-Sherborn (Proposed)	\$3.00	\$3.50	\$3.50	<b>\$10.00</b>
Shrewsbury	\$3.00	\$3.25	\$3.50	<b>\$9.75</b>
Winchester	\$3.00	\$3.50	\$3.50	<b>\$10.00</b>
Wayland	\$3.25	\$3.25	\$3.50	<b>\$10.00</b>
Wellesley	\$3.10	\$3.35	\$3.90	<b>\$10.35</b>
Watertown	\$3.50	\$3.50	\$3.50	<b>\$10.50</b>
Concord Carlisle	\$3.35	\$3.35	\$3.85	<b>\$10.55</b>
Concord	\$3.35	\$3.85	\$3.85	<b>\$11.05</b>
Harvard	\$2.50	\$4.75	\$4.75	<b>\$12.00</b>

<b>Average Price</b>	<b>\$8.94</b>
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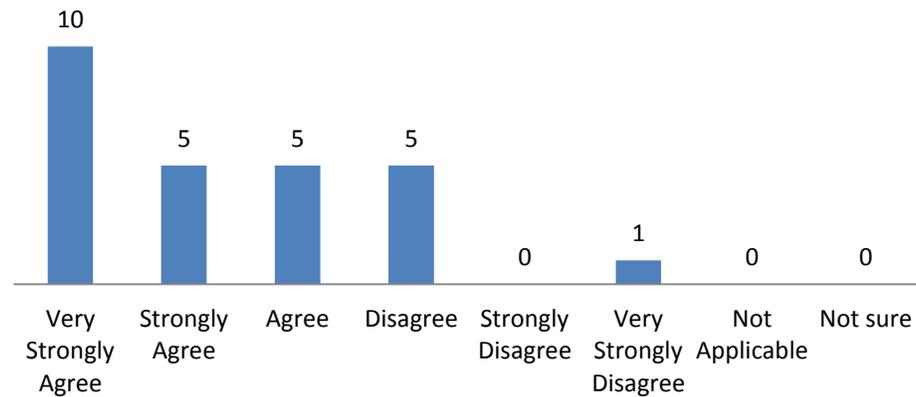
# SPECIAL EDUCATION PROGRAM SURVEY RESULTS HIGH SCHOOL SPRING 2015



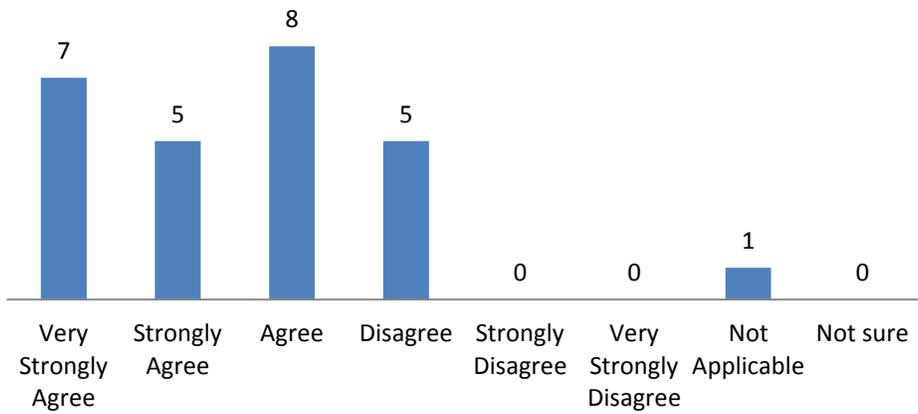
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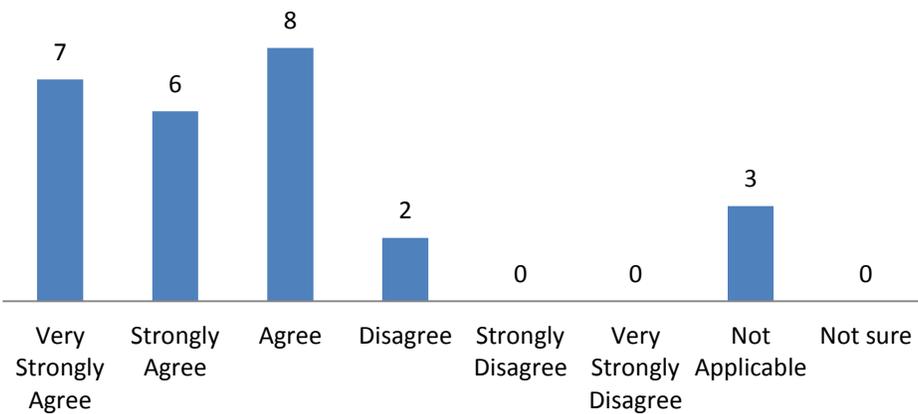
**I am satisfied with my child's general education academic progress.**



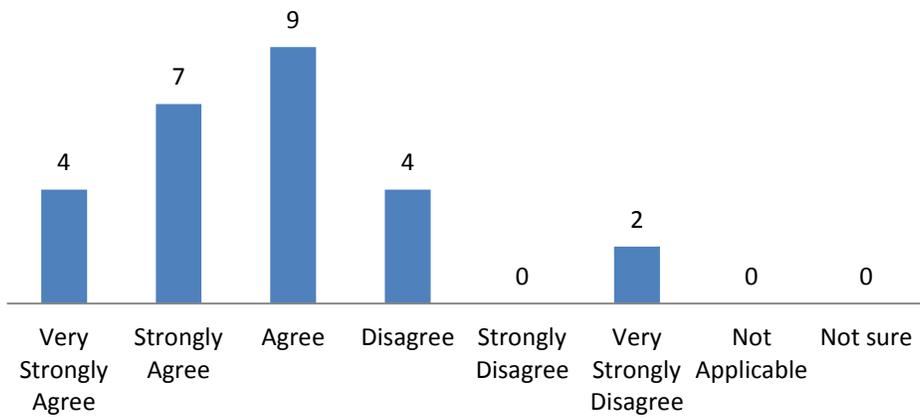
### Social progress was made by my child this year.



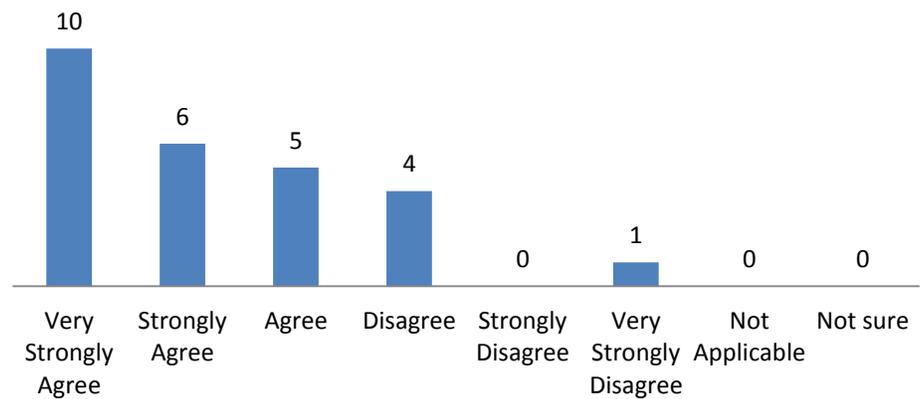
### Emotional progress was made by my child this year.



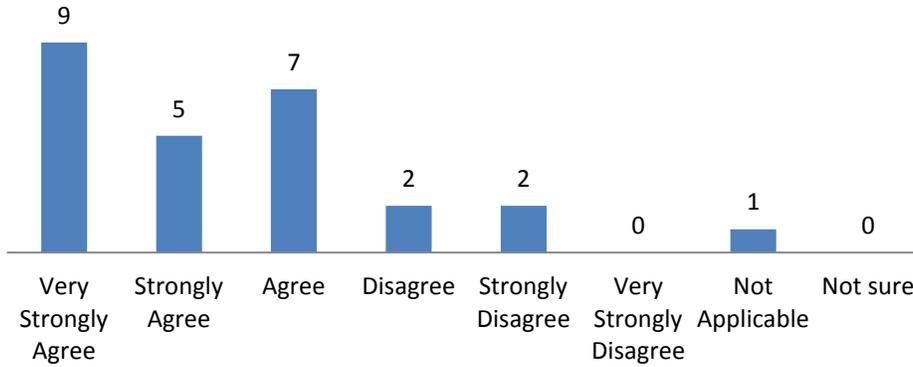
**General education teachers understand my child's disability and learning needs.**



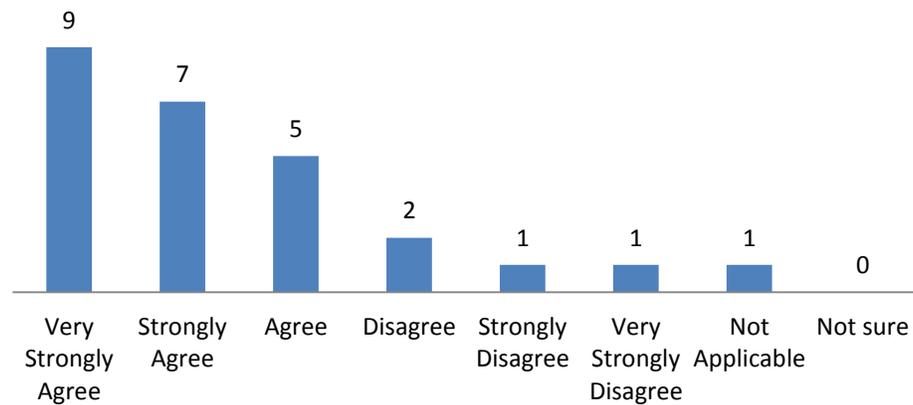
**I feel as though I am an integral part of the IEP Team process.**



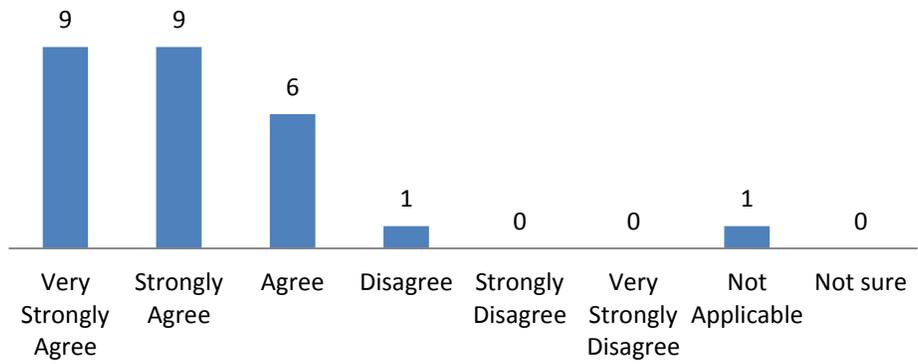
**All members of my child's Team work collaboratively to provide seamless services.**



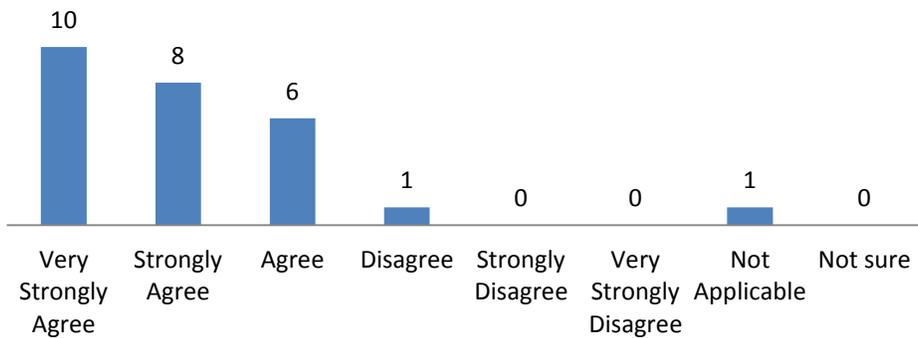
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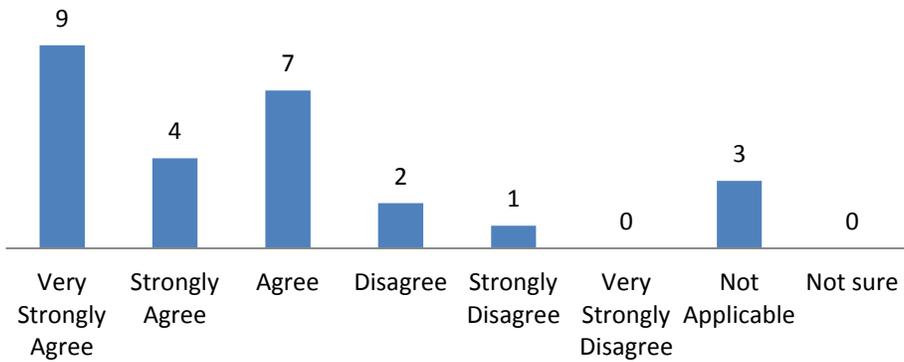
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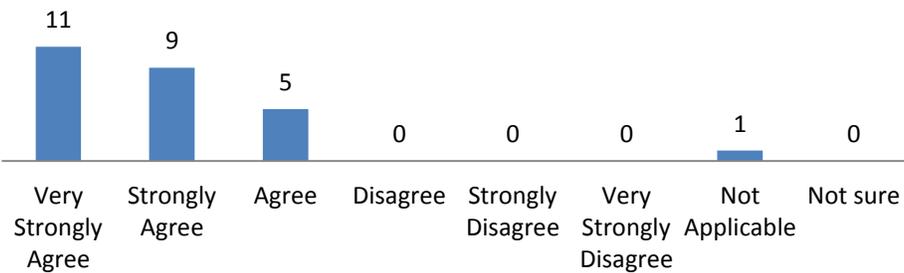
**When leaving a Team meeting I feel well informed regarding my rights and the special education process**



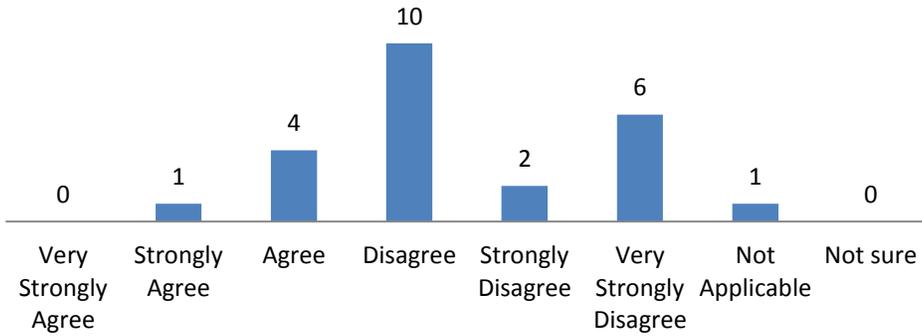
**I found the transition process very helpful in planning next steps for my child.**



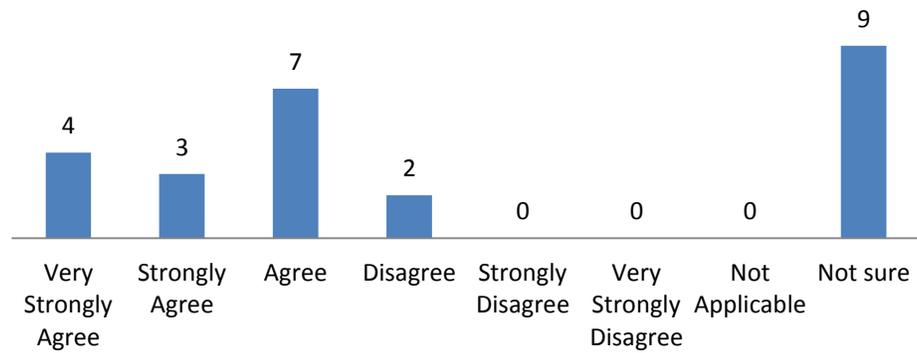
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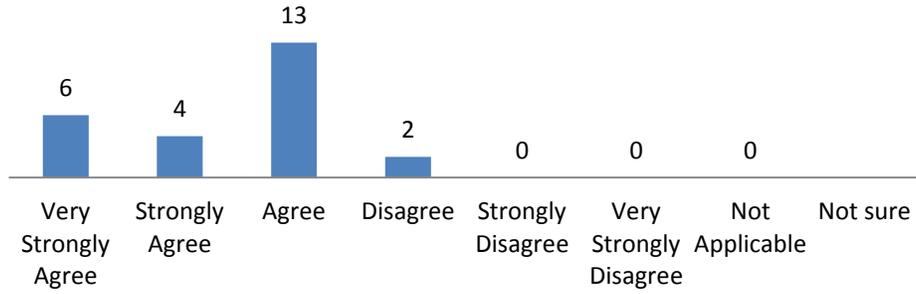
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**The Special Education reorganization has had a positive impact on the public schools of Dover and Sherborn.**



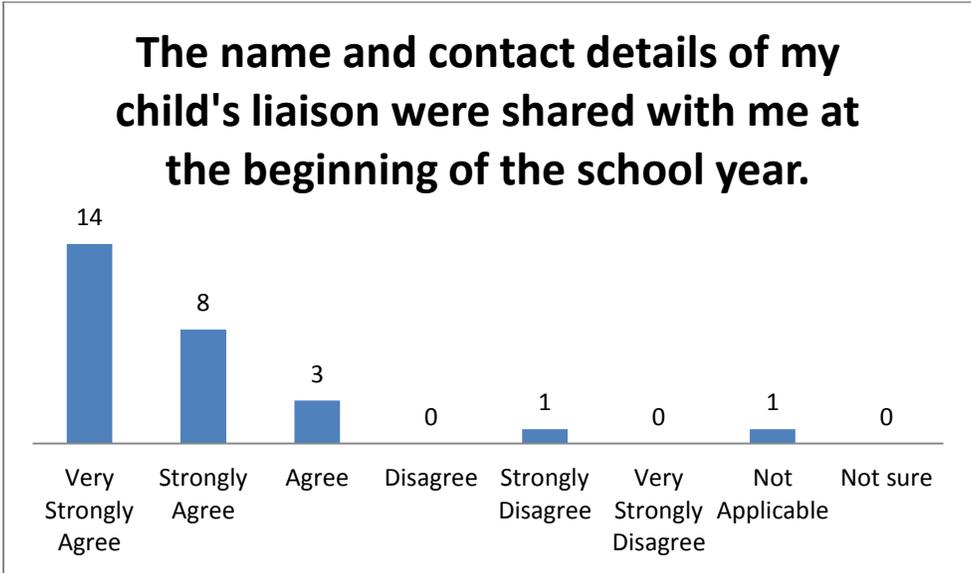
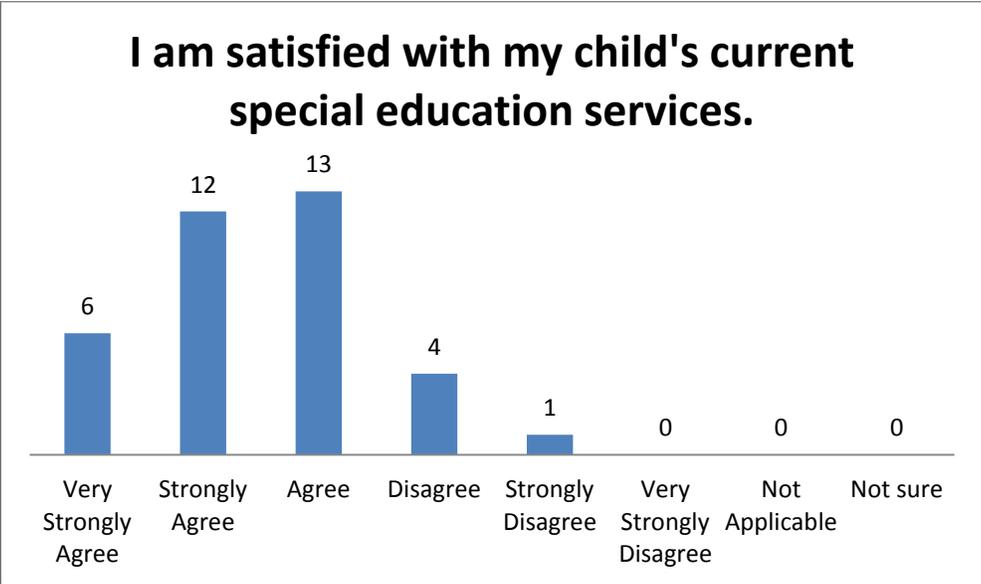
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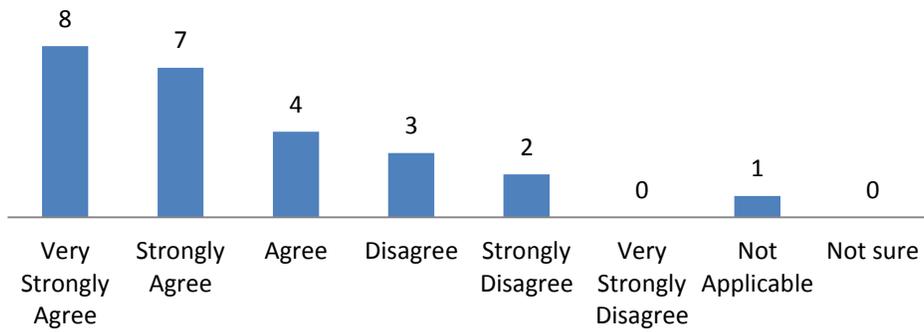
# SPECIAL EDUCATION PROGRAM SURVEY

## MIDDLE SCHOOL RESULTS

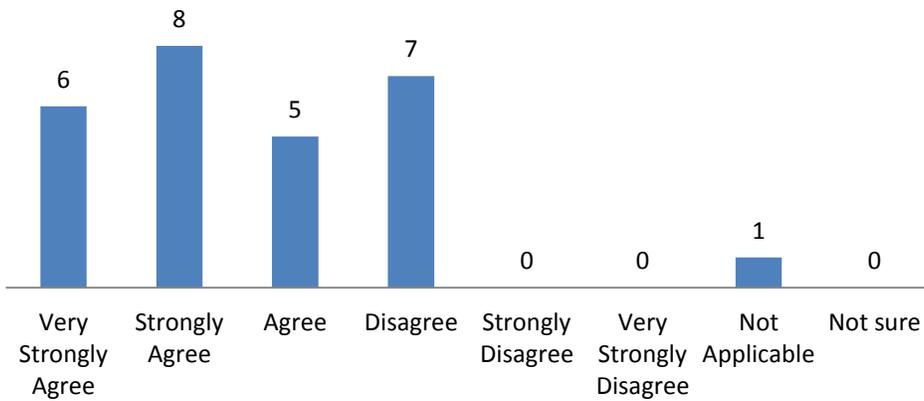
### SPRING 2015



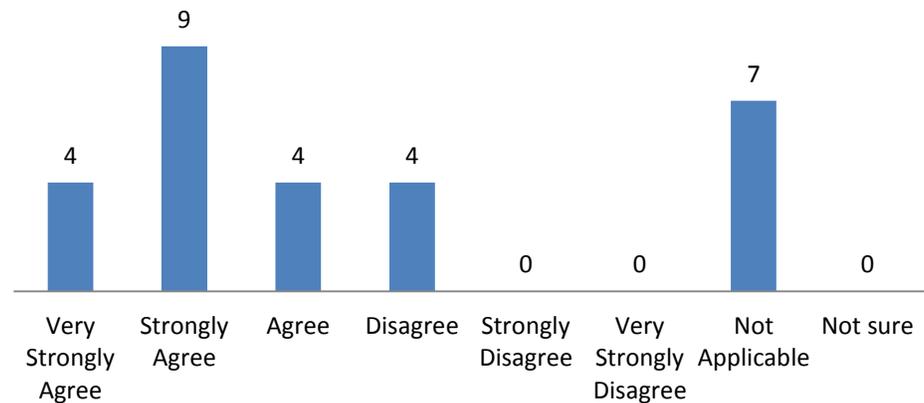
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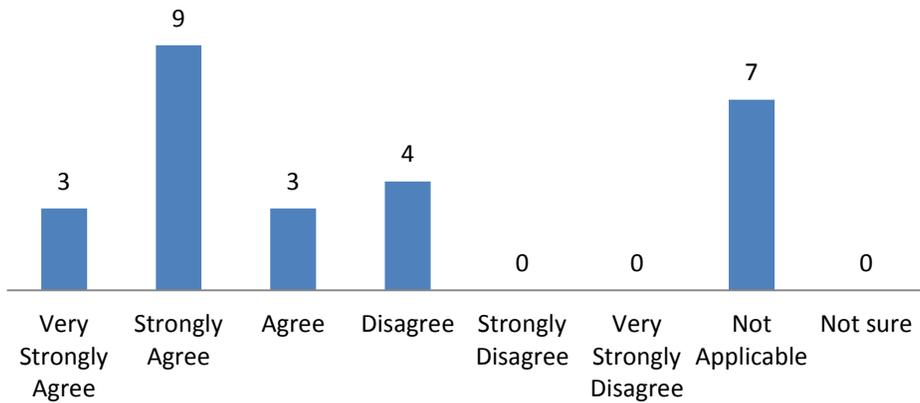
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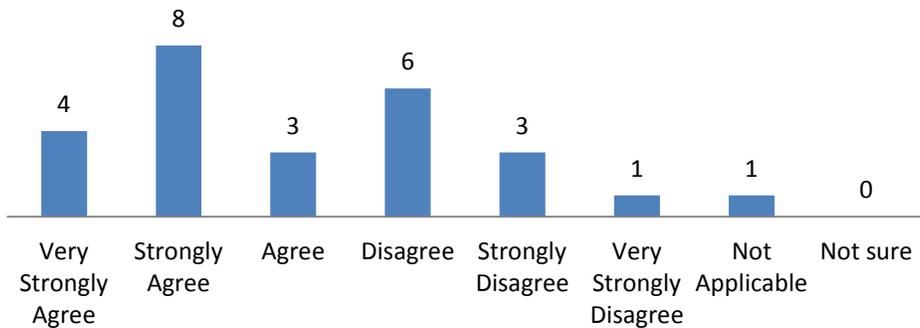
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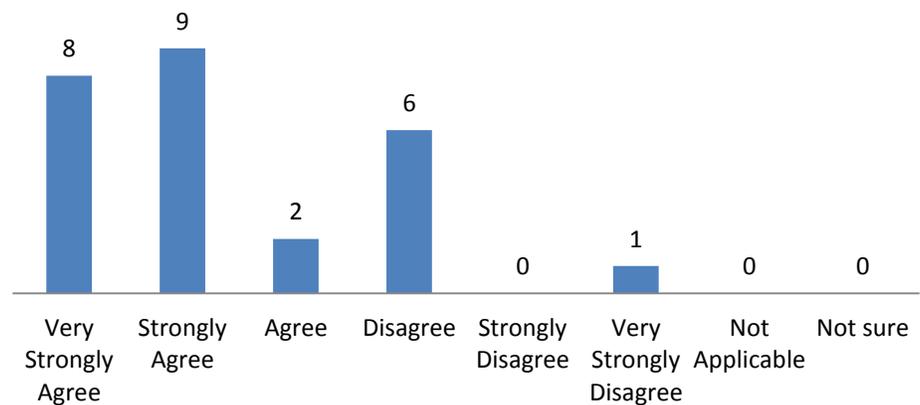
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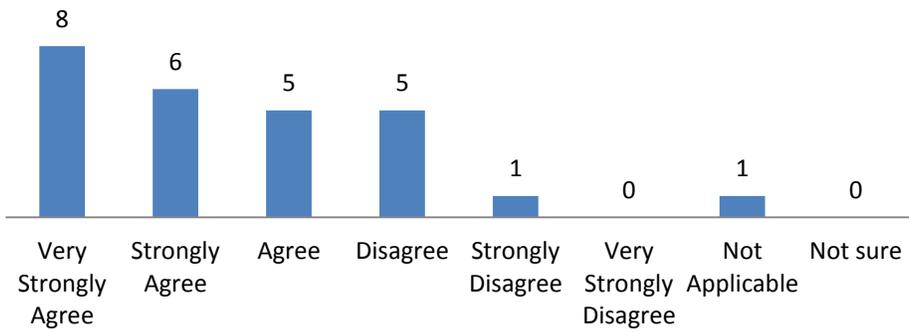
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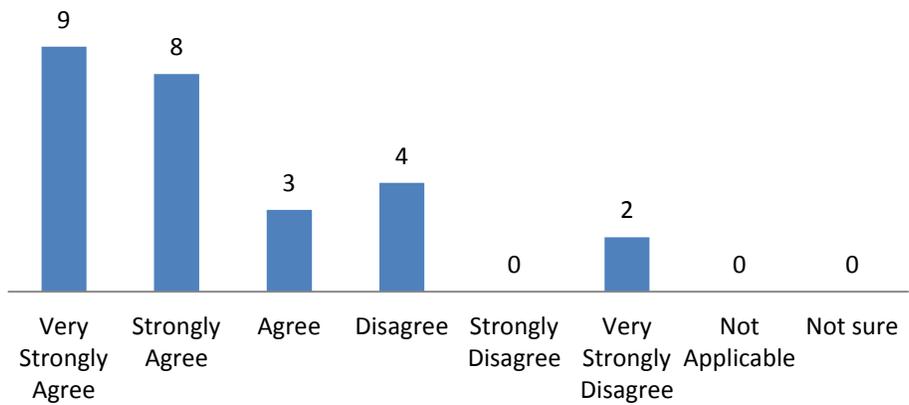
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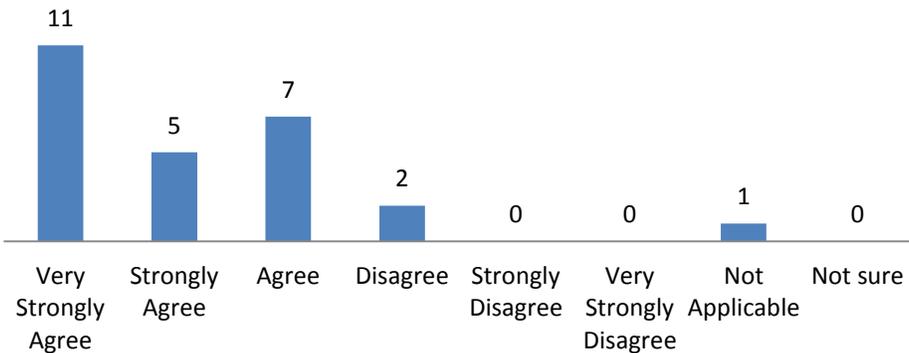
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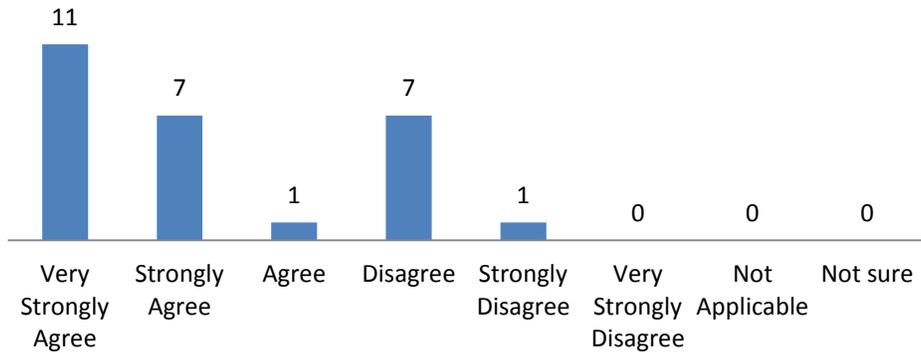
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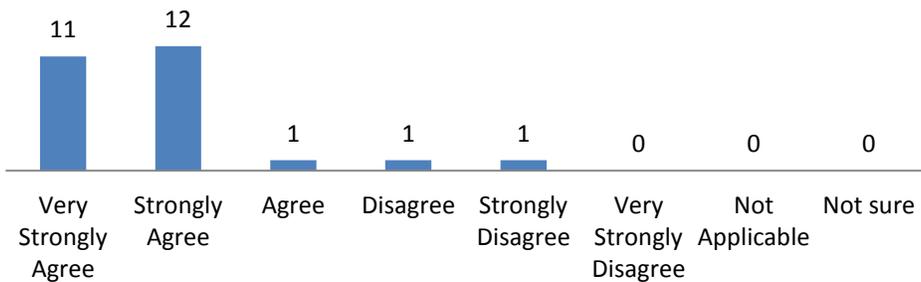
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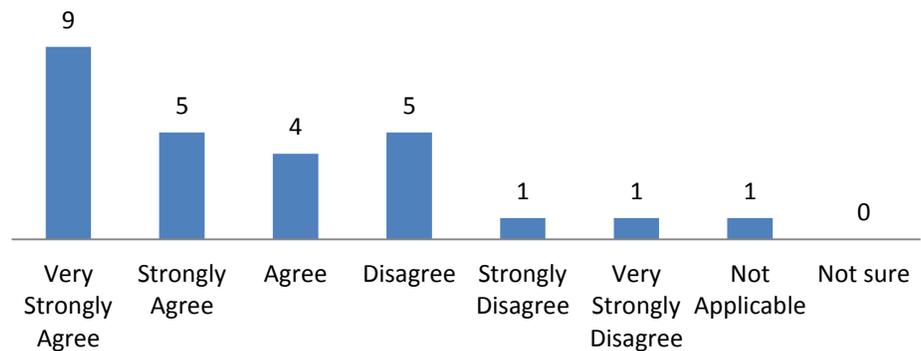
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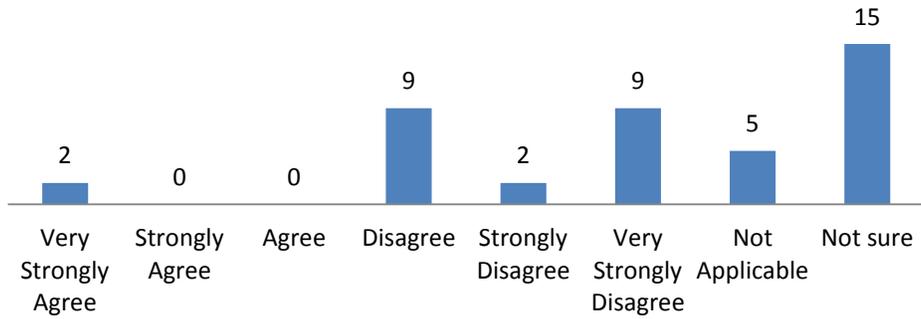
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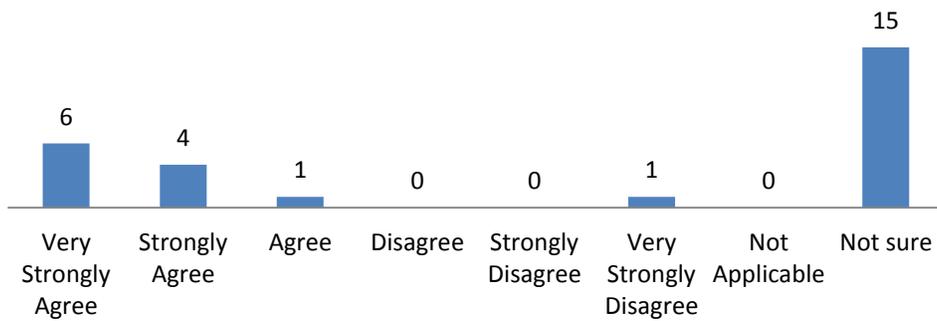
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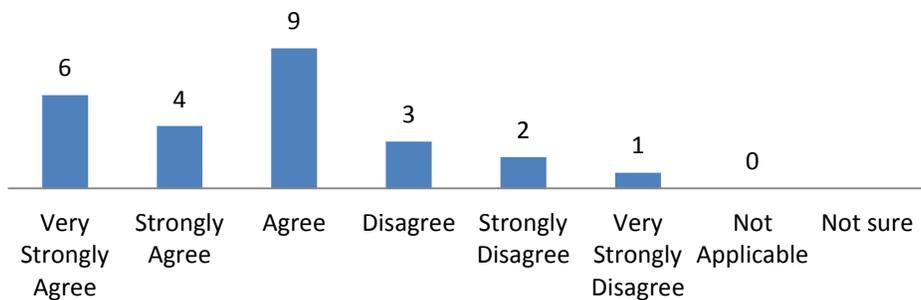
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**Dover-Sherborn Regional School District  
Status of Appropriations April 30, 2015**

<b>Description</b>	<b>FY15 Budget</b>	<b>YTD</b>	<b>Balance</b>	<b>Encumbrance</b>	<b>Budget</b>	<b>% Bud</b>
SCHOOL COMMITTEE	268,485	49,638	218,847	13,288	205,559	76.56%
SUPERINTENDENT	281,112	187,722	93,390	31,198	62,192	22.12%
BUSINESS AND FINANCE	173,850	154,024	19,826	17,228	2,598	1.49%
HUMAN RESOURCES AND BENEFITS	20,919	17,747	3,172	3,265	(94)	-0.45%
LEGAL SERVICE FOR SCHOOL COMMI	60,000	37,059	22,941	0	22,941	38.23%
DISTRICTWIDE INFORMATION MANAG	340,678	260,797	79,881	53,087	26,794	7.86%
DISTRICT ACADEMIC LEADERS	160,480	135,791	24,689	24,689	0	0.00%
SCHOOL LEADERSHIP - BUILDING	761,446	593,434	168,013	119,266	48,747	6.40%
SCHOOL CURRICULUM LEADERS/DEPT	82,976	41,487	41,489	41,487	2	0.00%
TEACHERS, CLASSROOM	8,169,944	5,333,571	2,836,373	2,788,037	48,336	0.59%
TEACHERS, SPECIALISTS	1,429,495	956,701	472,794	437,527	35,267	2.47%
INSTRUCTIONAL COORD & TEAM LDR	34,040	18,084	15,956	18,084	(2,128)	-6.25%
SUBSTITUTES	110,000	100,134	9,866	12,619	(2,753)	-2.50%
NON CLERICLA PARAPROFESS/INSTR	242,490	173,047	69,443	59,092	10,351	4.27%
LIBRARIANS & MEDIA CENTER DIRE	207,970	137,089	70,881	70,381	500	0.24%
PROFESSIONAL DEVELOPMENT	64,400	23,394	41,006	0	41,006	63.67%
TEACHER/INSTRUCT. STAFF-PROF D	48,070	28,314	19,756	660	19,096	39.73%
TEXTBOOKS & RELATED STOFTWARE/	58,460	22,563	35,897	8,307	27,591	47.20%
LIBRARY INSTRUCTIONAL MATERIAL	65,800	38,913	26,887	1,851	25,036	38.05%
INSTRUCTIONAL EQUIPMENT	62,966	47,478	15,488	6,448	9,040	14.36%
GENERAL SUPPLIES	136,539	90,389	46,150	3,537	42,614	31.21%
OTHER INSTRUCTIONAL SERVICES	23,500	10,817	12,683	5,113	7,570	32.21%
CLASSROOM INSTRUCTIONAL TECHNO	106,634	60,055	46,579	38,182	8,397	7.87%
GUIDANCE INCL. GUID. COUNSELOR	675,652	447,263	228,389	208,756	19,633	2.91%
PSYCHOLOGICAL SERVICES	94,716	61,930	32,786	32,786	0	0.00%
MEDICAL / HEALTH SERVICES	163,005	112,636	50,369	52,038	(1,669)	-1.02%
TRANSPORTATION SERVICES	730,756	595,120	135,636	40,698	94,938	12.99%
ATHLETICS	569,836	414,057	155,779	53,039	102,740	18.03%
OTHER STUDENT ACTIVITIES	142,557	65,067	77,490	67,549	9,941	6.97%
CUSTODIAL SERVICES	1,342,579	1,144,894	197,685	182,274	15,411	1.15%
UTILITIES	592,465	417,795	174,670	68	174,602	29.47%
ER RETIREMENT CONTRIBUTION	418,562	420,168	(1,606)	0	(1,606)	-0.38%
ER INSURANCE ACTIVE EMPLOYEES	2,862,849	2,571,817	291,032	59,749	231,282	8.08%
OTHER NON EMPLOYEE INSURANCE	63,761	58,900	4,861	0	4,861	7.62%
LONG TERM DEBT RETIREMENT	1,153,000	0	1,153,000	1,153,000	0	100.00%
LONG TERM DEBT SERVICE	423,882	217,641	206,241	206,241	0	48.66%
BOND ISSUANCE COST	0	90,386	(90,386)	0	(90,386)	0.00%
<b>GRAND TOTAL</b>	<b>22,143,874</b>	<b>15,135,920</b>	<b>7,007,954</b>	<b>5,809,545</b>	<b>1,198,409</b>	<b>5.41%</b>

**Dover-Sherborn Regional School District**

**7/01/2014 - 3/31/15**

GENERAL FUND  
REVENUE

	<b>BUDGET</b>	<b>YTD</b>	<b>BUDGET BALANCE</b>	<b>Increase over Mar-14</b>	<b>Mar-14</b>
DOVER ASSESSMENT REVENUE	(\$10,467,496.00)	<b>(\$7,325,363.00)</b>	-3,142,133.00	<b>(\$6,255,896.00)</b>	(\$1,069,467.00)
SHERBORN ASSESSMENT REVE	(\$8,995,182.00)	<b>(\$6,306,628.00)</b>	-2,688,554.00	<b>(\$5,335,411.00)</b>	(\$971,217.00)
STATE AID CHAPTER 70 REVENUE	(\$1,423,306.00)	<b>(\$1,222,032.00)</b>	-201,274.00	<b>(\$ 945,344.00)</b>	(\$276,688.00)
STATE AID CHPT 71 TRANSP REV	(\$373,390.00)	<b>(\$186,069.00)</b>	-187,321.00	<b>(\$199,436.00)</b>	\$13,367.00
BLDG RENT REVENUE (TRSF)	(\$20,000.00)	<b>(\$20,000.00)</b>	0.00	<b>(\$20,000.00)</b>	\$0.00
PREM/INTEREST TRNSF/CAPI	\$0.00	<b>(\$ 0.00)</b>	0.00	<b>(\$ 0.00)</b>	\$0.00
REVENUE M/S ACTIVITY FEE	(\$19,250.00)	<b>(\$11,795.00)</b>	-7,455.00	<b>(\$14,125.00)</b>	\$2,330.00
ATHLETIC FEES REVENUE	(\$215,000.00)	<b>(\$191,580.00)</b>	-23,420.00	<b>(\$157,825.00)</b>	(\$33,755.00)
MISC REVENUE	(\$10,000.00)	<b>(\$16,193)</b>	6,193.00	<b>(\$21,759.00)</b>	\$5,566.00
REVENUE H/S ACTIVITY FEE	(\$ 9,250.00)	<b>(\$11,880.00)</b>	2,630.00	<b>(\$12,090.00)</b>	\$210.00
REVENUE H/S PARKING FEES	(\$38,000.00)	<b>(\$38,935.00)</b>	935.00	<b>(\$37,935.00)</b>	(\$1,000.00)
TRANSFERS IN/OUT	(\$60,000.00)	<b>(\$66,493.00)</b>	<b>6,493.00</b>	<b>(\$60,000.00)</b>	(\$6,493.00)
BANK INTEREST GEN FUND R	(\$13,000.00)	<b>(\$11,335.00)</b>	-1,665.00	<b>(\$ 7,485.00)</b>	(\$3,850.00)
EXCESS & DEFICIENCY	(\$500,000.00)	<b>(\$500,000.00)</b>	0.00	<b>(\$500,000.00)</b>	\$0.00
	<b>(\$22,143,874.00)</b>	<b>(\$15,908,303.00)</b>	(6,235,571.00)	<b>(\$13,567,306.00)</b>	(\$2,340,997.00)

\$6,493 transferred from Comm Ed to general fund to reimburse summer drama director pay inadvertently charged to general fund in a prior year.

## 2016 FY BUDGET PROCESS CAPITAL ANALYSIS FOR 2016 THROUGH 2019

<b>SCHEDULED</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>TOTALS:</b>	\$312,289	\$483,328	\$209,600	\$445,600	<i>2016 includes "research" items Oct 2015 meeting</i>
<b>PRIOR RPT:</b>	<u>\$358,000</u>	<u>\$500,000</u>	<u>\$230,000</u>		
<b>CHANGE:</b>	-\$45,711	-\$16,672	-\$20,400	\$445,600	
<b>COUNT:</b>	27	22	17	18	
<b>LINE ITEM TOTAL:</b>	\$312,289	\$483,328	\$209,600	\$445,600	<i>using 15% for 2016 projects</i>
<b>CONTINGENCY:</b>	<u>\$45,711</u>				
<b>TOTAL ASK:</b>	\$358,000	\$483,328	\$209,600	\$445,600	
<b>Dover:</b>	<b>\$194,931</b>	\$263,172	\$114,127	\$242,629	
<b>Sherborn:</b>	<b>\$163,069</b>	\$220,156	\$95,473	\$202,971	

### **Discretionary Projects - Financial Returns**

**LED Project:** Payback ranges from 2.3 to 3.8 years at current NSTAR electric rates

**2nd Well Project:** Payback ranges from 2.4 to 4.7 years at current Medfield rates

Contingency note: Estimates sourced from Oct 2012 study. Contingency is now included to reflect potential impact of higher construction activity on bids received. We will review estimated project cost vs. actual bids to provide guidance for 2017 and beyond.

<b>RESEARCH</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>0</b>	
<b>TOTALS:</b>	\$0	\$0	\$0	\$0	<i>Included in total above</i>

<b>EFFICIENCY</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>0</b>	
<b>TOTALS:</b>	\$45,000	\$0	\$0	\$0	<i>Included in total above</i>

<b>OTHER FUNDING</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>0</b>
<b>TOTALS:</b>	\$1,694,000	\$0	\$0	\$0

**IMPORTANT NOTES:** 163069

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# 2014/2015 Capital Projects Update

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Lindquist Common Doors  
5/7/2015

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# Situation

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- Lindquist Commons built in 1970
- Lindquist structure was not part of the 2004/2005 campus rebuild
- *Doors* (+ hardware) were last replaced in 1989 (Green)
- Frames of the doors are original (gray)
  - Metal fabrication, attached to masonry walls
- FY2015 capital cycle approved a total of \$28,450 to replace both “exterior common” and “service” *doors*, as defined by Onsite Insight



# Current Status

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- After soliciting bids to replace the *doors*, most bidders strongly recommended we also replace the *frames* as part of this renovation effort
  - Unlike in a wood-frame construction (e.g. most residences), these frames are integrated into a masonry structure
  - Cost of including frame replacement increases project budget by an additional \$80,150
  - Other projects for High School door replacement have been approved, but are not impacted by increased scope
-

# Options

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- Option A: Pursue partial replacement using \$28,450 budget
  - Option B: Pursue partial replacement using \$40,450 budget
    - Requires approval to transfer \$12,000 from High School approved door replacement
    - We would need to request funding in FY17 or FY18 for this project
  - Option C: Place \$28,450 in reserve and add additional \$80,150 request for FY17 cycle and complete entire project in during summer of 2016
    - If any safety issue emerged, we have \$28,450 available to address emergency replacement(s)
-

# Recommendation

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- RSC Capital subcommittee and Mr. Kelly recommend Option C
    - Current deficiencies are primarily cosmetic
    - Ralph will complete post school year end facilities review to confirm doors are still in good working order and provide necessary security to Lindquist Commons
  - Option A and B add additional project management overhead by splitting project into phases
    - Shortfall exceeds what could prudently be closed by using E&D funds
  - Fund transfer option proposed by Option B would only confuse Dover and Sherborn capital comms. by asking to re-fund of a previously approved capital item
-

## 2017 Outlook - Summary

Equipment	\$37,400
Campus grounds	\$11,500
WWTF	\$17,418
Ventilation system	\$34,700
Other mechanical/controls	\$2,700
Exterior (roofs/walls/surfaces)	\$30,600
Doors	\$10,000
Flooring and stairs	\$51,960
	<u>\$196,278</u>

### LINE ITEM DETAIL (maps to Onsite/Insite)

2017 scheduled	126 Leaf Collection / Vacuum - Blowers	\$10,900	equipment	grounds	replace	
2017 scheduled	107.17 Floor Scrubbers	\$26,500	equipment	janitorial	replace	
2017 scheduled	23 Catch Basins	\$6,200	campus	surfaces	maint	
2017 scheduled	93.16 Flow Boy Pump	\$5,300	athl	irrig	maint	Deferred. Review in 2017
2017 scheduled	169 Controls / Panels	\$9,018	wwtf	systems	replace	Deferred. Review in 2017
2017 scheduled	171 Anoxic Media Tank / Mixers	\$8,400	wwtf	systems	replace	
2017 scheduled	267.16 Exhaust / Ventilation	\$10,200	ms	systems	maint	2015: high level of repairs aborbed in op budget.
2017 scheduled	353.16 Exhaust / Ventilation	\$7,000	hs	systems	maint	2015: high level of repairs aborbed in op budget.
2017 scheduled	267.17 Exhaust / Ventilation	\$10,400	ms	systems	maint	2015: high level of repairs aborbed in op budget.
2017 scheduled	353.17 Exhaust / Ventilation	\$7,100	hs	systems	maint	2015: high level of repairs aborbed in op budget.
2017 scheduled	253.17 Sump Pumps	\$2,700	ms	systems	replace	pump allowance
2017 scheduled	471.17 Roof Covering	\$4,400	ms		exterior	
2017 scheduled	492 Exterior Walls (Brick Masonry)	\$23,000	hs	exterior	maint	
2017 scheduled	500.17 Sealant / Expansion Joints	\$3,200	hs	exterior	maint	
2017 scheduled	506.17 Service Doors	\$10,000	hs	exterior	maint	Split line item. 7 Field house doors in FY15. Remainder TBD as an allowance.
2017 scheduled	598 Floors	\$18,000	lindq	aud	maint	
2017 scheduled	644.17 Stair Treads	\$3,500	ms	hall/str	maint	\$15K program. Needed in periods as listed. - now 3 yr program
2017 scheduled	790.17 Floors	\$30,460	hs	library	maint	Condition OK now. Carpeting can be deferred, but for only so long.
		<u>\$196,278</u>				

### DEFERRAL POSSIBLE

2017 scheduled	371 Elevator System	\$60,000	hs	access	maint	Evaluation confirmed good working condition
2017 scheduled	373 Elevator Cab Interiors	\$6,500	hs	access	maint	
		<u>\$66,500</u>				

### RESEARCH REQUIRED

2017 scheduled	498 Exterior Ceilings / Soffits	\$9,400	hs		exterior	Ralph and Dana to research options for this space.
2017 scheduled	389 Maintenance Building (Expansion / Rehab.)	\$211,150	campus	outbuildings	upgrade	

## Proposed Changes to the DSHS 2015-2016 Student/Parent Handbook

**Addition** (per legal counsel)

### Special Education

Under the Massachusetts law, special education services are available to eligible students aged three through twenty-two. 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. Once the evaluation is completed, the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation and the TEAM will determine whether the child is eligible for special education. No services will be provided without a parent's/guardian's acceptance of the Individual Education Program (I.E.P.).

If you would like further information regarding special education services, please contact the Special Education Director at 508-785-0036.

Copies of procedural safeguards can be obtained on the Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

**Addition** (per legal counsel)

### Protocol for Students Requiring Temporary Home or Hospital Education

The student's physician must complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to the school nurse. Upon receipt of the medical order, the school nurse will review the form to determine eligibility pursuant to 603 CMR 28.08(3). If eligible, the school nurse will work with the guidance counselor regarding the educational implications of the student's medical needs. Tutoring will 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. The student's Special Education Liaison will coordinate delivery of services.

**Addition** (Per legal counsel)

### Attendance Policy

#### Student Absence Notification Program

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding the absence.

Parent(s) or Guardians will also be notified when a student who has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year and a meeting will be scheduled with the building Principal (or his/her

designee), the Parent(s)/Guardian and the student to develop an action plan to improve the student's attendance.

**Change** (Per legal counsel)

Withdrawal from Dover-Sherborn High School

Current verbiage

Parents/guardians must authorize any student withdrawal by signing a completed "Withdrawal Form."

Proposed verbiage

Pursuant to M.G.L. ch. 76, §1, students who are of mandatory school age must attend school. When students who are not of mandatory school age withdraw from school, Parents/Guardians must authorize any student withdrawal by signing a completed "Withdrawal Form." and meeting with the Building Principal or designee prior to the withdrawal.

**Addition** (Per legal counsel)

Bullying & Cyberbullying

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

**Change** (Per legal counsel)

Discipline Code

Changes to this section appear in red (track changes) in the Draft Handbook and reflect massive editing by legal counsel to capture changes to MGL Chapter 71, Section 37H.

**Change**

Current verbiage

Homework Policy for School Vacations

No homework shall be assigned over Thanksgiving, December, February and April breaks except in Advanced Placement courses. Major projects or papers due the week after Thanksgiving, winter, February and April breaks should not be due within the first two days following the resumption of school.

Proposed verbiage

No homework shall be assigned over Thanksgiving break in any courses. No homework shall be assigned over December, February and April breaks except in Advanced Placement courses. Major projects or papers due the week after Thanksgiving, December, February and April breaks should not be due within the first two days following the resumption of school.

## Change

### Current verbiage

#### Student Parking Privileges

In the event that a lottery is necessary, parking permit fees for those students who did not win the lottery will be returned. If there are available spaces after the seniors have been accommodated a lottery will be held for juniors. Any junior who wins a parking spot in the lottery must adhere to the same rules as seniors with parking privileges.

### Proposed verbiage

If there are available spaces after the seniors have been accommodated a lottery will be held for juniors. The lottery dates are: October 1, December 1, February 1 and April 1. Only students who have completed paperwork will be eligible for the lottery. A student who wins a lottery spot must submit payment by the designated date or they forfeit their spot. Also a student who wins a lottery spot has it until the next lottery date. Those students who don't win a lottery spot in any one lottery are automatically awarded a spot for the next lottery cycle. Any junior and or underclassman who wins a parking spot in the lottery must adhere to the same rules as seniors with parking privileges.

## Addition

### Plagiarism

Add to each penalty "administration is notified."

## Change

### Current verbiage

#### Directed Research/Open Campus Release Form

Students must remain in good standing to enjoy this privilege for first and second semester. Seniors not eligible during a term can attain good academic standing by receiving no deficiency notices for the subsequent quarter. Students ineligible due to incompletes may become eligible when the incompletes are made up and reported to the administration by the teacher, provided that the grade(s) are a C or better.

### Proposed verbiage

Students must remain in good standing to enjoy this privilege for first and second semester. Seniors not eligible during a term can attain good academic standing by receiving no deficiency notices for the subsequent quarter. **Third quarter interim reports will be evaluated and any student with a grade below a C will not be eligible for the remainder of that quarter.** Students ineligible due to incompletes may become eligible when the incompletes are made up and reported to the administration by the teacher, provided that the grade(s) are a C or better.

## Addition

### BEHAVIOR/ACTION grid

Add to the behavior/action grid: Leaving class without permission & lying.

## Change

### Current verbiage

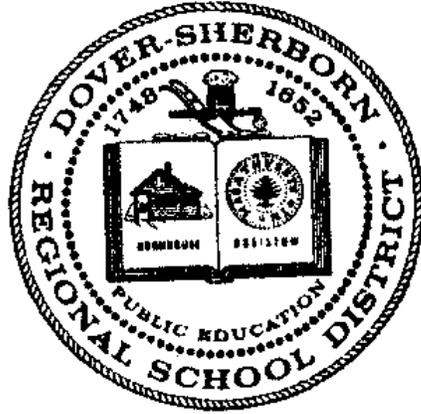
#### Office Detention

Office detention is held from 2:30-3:15 p.m. Monday through Thursday in Room 122. This is a time for silent study or silent reading. Students are expected to comport themselves appropriately. Activities such as card playing will not be tolerated. Office detention takes priority over extracurricular activities, jobs, work-study, teacher detention and all other personal plans. However, extra-help requested in writing to the main office by a student's subject teacher(s) will satisfy a student's office detention obligation (subject teachers will hold the student until 3:15 p.m. or return with the student to office detention if extra-help is completed before 3:15 p.m.). Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. If a student fails to attend an assigned office detention, he or she will be assigned two replacement office detentions for each one missed. Five failures to report to office detention may result in possible suspension and/or possible loss of privilege to participate in all extracurricular activities until all detentions have been served; parent/guardian conference required. If a student is referred to the office for inappropriate behavior during office detention, that student will be subject to possible suspension at the discretion of the headmaster.

### Proposed verbiage

#### Office Detention

Office detention is held from 2:30-3:15 p.m. Monday through Thursday in Room 122. This is a time for silent study or silent reading. Students are expected to comport themselves appropriately. Activities such as card playing will not be tolerated. Office detention takes priority over extracurricular activities, jobs, work-study, teacher detention and all other personal plans. **Extra-help requested in writing to the main office by a student's subject teacher(s) will satisfy a student's office detention obligation only for those students serving detention for excessive tardies. All other detentions must be served in the designated detention room.** (Subject teachers will hold the student until 3:15 p.m. or return with the student to office detention if extra-help is completed before 3:15 p.m.). Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. If a student fails to attend an assigned office detention, he or she will be assigned two replacement office detentions for each one missed. Five failures to report to office detention may result in possible suspension and/or possible loss of privilege to participate in all extracurricular activities until all detentions have been served; parent/guardian conference required. If a student is referred to the office for inappropriate behavior during office detention, that student will be subject to possible suspension at the discretion of the headmaster.



# STUDENT HANDBOOK

## 2014-2015

Dover-Sherborn High School

High School Main Number: 508-785-1730

Guidance - Ex 8615 and 8616

Athletic Department - Ex 8636

Health Office – Ex 8621

### NOTICE

The electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments.

### **REQUEST FOR TRANSLATION**

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

The Dover Sherborn Public Schools do not discriminate on the basis of race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn, y Dover-Sherborn quisiera recibir una copia de este documento u otros documentos de la escuela traducido a su idioma nativo, puede contactar la oficina de la Asistente del Superintendente de Escuelas: 157 Farm Street, Dover, MA 02030.

Qualquer pais ou responsáveis de un estudante das cidades de Dover ou Sherborn que estudam nas escolas Dover-Sherborn podem solicitar uma cópia desse documento na sua lingua native entrando em contato com a secretaria da Direçãoo endereço abaixo: 157 Farm Street, Dover, MA 02030.

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## LETTER FROM HEADMASTER

The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

Phone: 508-785-0036 Fax :508-785-2239

URL: [www.doversherborn.org](http://www.doversherborn.org)

Mr. Steven B. Bliss, Superintendent

Dr. Karen L. LeDuc, Asst Superintendent

Ms. Christine Tague, Business Manager

Dover- Sherborn  
High School  
9 Junction Street  
Dover, MA 02030  
Phone: 508-785-1730  
Fax: 508-785-8141

Mr. John Smith  
Headmaster

Ms. Ann Dever-Keegan  
Asst. Headmaster

Ms. Therese Green  
Special Education  
Director

Ms. Ellen Chagnon  
Guidance Director

Mr. Heath Rollins  
Athletic Director

Dear Parent, Guardian and Student:

This Handbook contains school guidelines, rules, and information. Kindly note that the electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments. Please read it carefully because many changes have been made. If you have any questions, contact an administrator or guidance counselor.

Thank you for your cooperation. I wish you a successful school year.

Sincerely,

John G. Smith  
Headmaster

## MISSION STATEMENT

### **Dover Sherborn Public Schools' Mission Statement**

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

### **Dover-Sherborn High School's Mission Statement**

**Dover-Sherborn High School is a community of learners  
whose goal is to inspire academic excellence  
and a commitment to personal and civic responsibility.  
We engage in the learning process with honesty, creativity,  
dedication, and respect,  
and seek to cultivate an atmosphere of freedom and trust  
in a safe and nurturing environment.**

## SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING

### Academic Expectations

**Dover-Sherborn graduates will demonstrate the ability to:**

- 1. Read effectively**
- 2. Write effectively**
- 3. Speak effectively**
- 4. Solve problems effectively**
- 5. Design and create effectively**
- 6. Perform Effectively**

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## Social Expectations

### Dover-Sherborn graduates will demonstrate:

#### 1. Respect for individuals, school and community by:

- 1. adhering to school policies
- 2. practicing common courtesy
- 3. practicing safe behavior
- 4. maintaining a clean facility

#### 2. Responsibility for their behavior by:

- investing in their education
- acting with integrity
- accepting consequences for their actions

#### 3. Sensitivity to diversity in opinions, abilities, learning styles, lifestyles, and cultures by:

- fostering supportive relationships
- practicing respectful disagreement

#### 4. The ability to work collaboratively by:

- assuming productive roles
- interacting cooperatively
- achieving shared goals

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## Civic Expectations

### Dover-Sherborn graduates will demonstrate:

#### 1. Civic responsibility by:

- accepting the role of an individual in a democratic society
- actively participating in school
- adhering to school policies
- serving the community

#### 2. A global perspective by:

- 1. identifying links, commonalities, and differences among world cultures
- 2. demonstrating the ability to communicate in a language other than English
- 3. recognizing their role as world citizens

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## SCHOOL-WIDE RUBRICS

### Reading

<b>Performance Levels for Academic Expectations</b>	<b>Read effectively</b>
<b>4 – Work Consistently Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>➤ Insightfully and consistently summarizes and analyzes literal and inferential meaning</li> <li>➤ Insightfully and consistently makes connections among texts <u>and</u> applies acquired knowledge outside the text</li> <li>➤ Reaches insightful conclusions involving critical elements of the text(s)</li> </ul>
<b>3 – Work Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Proficiently summarizes and analyzes literal and inferential meaning</li> <li>➤ Generally makes relevant connections among texts and/or to the world outside the text</li> <li>➤ Distinguishes the critical elements of the text(s).</li> </ul>
<b>2 – Work Sometimes Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Recognizes and summarizes literal meanings</li> <li>➤ Sometimes makes relevant connections among texts and/or to the world outside text</li> <li>➤ Distinguishes some critical elements of the text(s)</li> </ul>
<b>1 – Work Rarely or Never Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Recognizes literal meanings</li> <li>➤ Rarely or never makes relevant connections among texts and /or to the world outside text</li> <li>➤ Distinguishes almost none of the critical elements of the text(s)</li> </ul>

## Writing

Performance Levels for Academic Expectations	Write effectively
<b>4 – Work Consistently Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays clear and insightful focus</li> <li>➤ Displays sophisticated and/or original organization</li> <li>➤ Consistently uses specific, relevant and accurate details as well as insightfully develops topic</li> <li>➤ Displays exemplary command of language conventions</li> <li>➤ Uses rich, precise vocabulary and sophisticated syntax</li> </ul>
<b>3 – Work Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays clear and appropriate focus</li> <li>➤ Displays logical and appropriate organization</li> <li>➤ Generally uses relevant and accurate details and thoroughly develops topic</li> <li>➤ Demonstrates fluency in standard conventions of language</li> <li>➤ Makes effective use of vocabulary and displays sentence variety</li> </ul>
<b>2 – Work Sometimes Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays somewhat clear and generally appropriate focus</li> <li>➤ Displays some evidence of organization</li> <li>➤ Uses some relevant and accurate details but has limited development of topic</li> <li>➤ Demonstrates inconsistent grasp of standard conventions of language</li> <li>➤ Sometimes makes effective use of vocabulary and syntax</li> </ul>
<b>1 – Work Rarely or Never Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays unclear and/or inappropriate focus</li> <li>➤ Displays incoherent organization</li> <li>➤ Uses few or no relevant or accurate details to develop topic</li> <li>➤ Demonstrates little or no grasp of standard conventions of language</li> <li>➤ Rarely or never makes effective use of vocabulary and syntax</li> </ul>

Speaking

Performance Levels for Academic Expectations	Speak effectively
<b>4 – Work Consistently Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays exemplary command of subject</li> <li>➤ Delivers with exemplary confidence, fluency, and poise/presence</li> <li>➤ Masterfully and consistently engages listeners by establishing focus, tone, volume, and style appropriate for audience</li> <li>➤ Displays exemplary articulation/command of language conventions</li> <li>➤ Makes exemplary use of visuals/props/technology to convey meaning</li> </ul>
<b>3 – Work Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays command of subject</li> <li>➤ Delivers confidently and fluently</li> <li>➤ Generally engages listeners by establishing focus, tone, volume, and style appropriate for audience</li> <li>➤ Displays clear articulation/command of language conventions</li> <li>➤ Makes appropriate use of visuals/props/technology to convey meaning</li> </ul>
<b>2 – Work Sometimes Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays limited command of subject</li> <li>➤ Delivers with limited confidence and fluency</li> <li>➤ Occasionally engages listeners by establishing focus, tone, volume, and style appropriate for audience</li> <li>➤ Displays somewhat unclear articulation/command of language conventions</li> <li>➤ Makes limited use of visuals/props/technology to convey meaning</li> </ul>
<b>1 – Work Rarely or Never Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Displays little or no command of subject</li> <li>➤ Delivers with little or no confidence or fluency</li> <li>➤ Rarely or never engages listeners</li> <li>➤ Displays inadequate articulation/command of language conventions</li> <li>➤ Makes little or no use of visuals/props/technology to convey meaning</li> </ul>

Problem Solving

Performance Levels for Academic Expectations	Solve problems effectively
<b>4 – Work Consistently Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>➤ Solution shows a complete understanding of the problem, identifying appropriate concepts and the information necessary for its solution</li> <li>➤ Uses an efficient and sophisticated strategy to reach solution, evaluating any errors made and revising the strategy for future investigation</li> <li>➤ Employs refined and complex reasoning, applying procedures accurately and verifying the results</li> <li>➤ Includes a complete and logical explanation detailing how the problem is solved, including all of the steps involved</li> <li>➤ Follows standard conventions of writing; uses precise and appropriate terminology and symbols</li> </ul>
<b>3 – Work Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Solution shows an understanding of the problem, identifying major concepts and the information necessary for its solution</li> <li>➤ Uses a strategy that leads to a solution of the problem, making few or no errors</li> <li>➤ Employs proficient reasoning, applying procedures appropriately</li> <li>➤ Includes a clear explanation of how the problem is solved, detailing most of the steps involved</li> <li>➤ Generally follows standard conventions of writing; generally uses appropriate terminology and symbols</li> </ul>
<b>2 – Work Sometimes Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Solution shows limited understanding.</li> <li>➤ Uses a strategy that approaches a solution, making some errors that prevent a complete solution</li> <li>➤ Employs some effective reasoning, sometimes applying procedures appropriately</li> <li>➤ Includes an incomplete explanation that may not be clearly presented</li> <li>➤ Inconsistently follows standard conventions of writing; uses terminology and symbols inappropriately or fails to use them</li> </ul>
<b>1 – Work Rarely or Never Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Solution shows that few or no parts of the problem are understood</li> <li>➤ Uses no strategy or a strategy that does not lead to a solution</li> <li>➤ Employs little or no reasoning, making many procedural errors</li> <li>➤ Includes no explanation or an explanation that is not understandable or related to the problem</li> <li>➤ Rarely follows standard conventions of writing; uses no appropriate terminology or symbols</li> </ul>

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## Designing and Creating

<b>Performance Levels for Academic Expectations</b>	<b>Design and create effectively</b>
<b>4 – Work Consistently Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>➤ Insightfully and consistently uses varied sources of inspiration</li> <li>➤ Accepts or rejects ideas after insightful and consistent analysis or evaluation of them</li> <li>➤ Insightfully and consistently directs a course of action based upon conclusions</li> <li>➤ Insightfully and consistently relates ideas and applies imagination and conscientiousness to presentations/performances/construction</li> <li>➤ Demonstrates insightful perspective in the application and presentation of ideas</li> </ul>
<b>3 – Work Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Proficiently uses varied sources of inspiration</li> <li>➤ Accepts or rejects ideas after thorough analysis or evaluation of them</li> <li>➤ Proficiently directs a course of action based upon conclusions</li> <li>➤ Proficiently relates ideas and applies imagination and conscientiousness to presentations/performances/construction</li> <li>➤ Demonstrates informed perspective in the application and presentation of ideas</li> </ul>
<b>2 – Work Sometimes Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Makes limited use of varied sources of inspiration</li> <li>➤ Accepts or rejects ideas after limited analysis and evaluation of them</li> <li>➤ Inconsistently or inappropriately directs a course of action based upon conclusions</li> <li>➤ Usually relates ideas and applies imagination and conscientiousness to presentations/performances/construction</li> <li>➤ Demonstrates somewhat informed perspective in the application and presentation of ideas</li> </ul>
<b>1 – Work Rarely or Never Meets Expectations</b>	<ul style="list-style-type: none"> <li>➤ Makes little or no use of varied sources of inspiration</li> <li>➤ Accepts or rejects ideas after little or no analysis or evaluation of them</li> <li>➤ Does not direct a course of action based upon conclusions</li> <li>➤ Needs assistance to relate ideas and apply imagination and conscientiousness to presentations/performances/construction</li> <li>➤ Demonstrates uninformed perspective in the application and presentation of ideas</li> </ul>

Performing

Performance Levels for Academic Expectations	Perform effectively
<p><b>4 – Work Consistently Exceeds Expectations</b></p>	<ul style="list-style-type: none"> <li>➤ Consistently demonstrates evidence of thorough preparation/rehearsal</li> <li>➤ Consistently demonstrates exemplary technical skill, technique, and/or physical prowess                             <ul style="list-style-type: none"> <li>➤ Performs dynamically and confidently</li> <li>➤ Achieves and sustains unity of role and performer</li> <li>➤ Uses appropriate props, attire, and/or equipment to full effect</li> </ul> </li> <li>➤ Consistently demonstrates ability to work independently and/or cooperatively/collaboratively, as appropriate to task</li> <li>➤ Consistently demonstrates ability to analyze and reflect insightfully on performance</li> </ul>
<p><b>3 – Work Meets Expectations</b></p>	<ul style="list-style-type: none"> <li>➤ Demonstrates clear evidence of preparation/rehearsal</li> <li>➤ Generally demonstrates technical skill, technique, and/or physical prowess</li> <li>➤ Performs confidently</li> <li>➤ Achieves unity of role and performer</li> <li>➤ Uses appropriate props, attire, and/or equipment</li> <li>➤ Generally demonstrates ability to work independently and/or cooperatively/collaboratively, as appropriate to task</li> <li>➤ Demonstrates ability to analyze and reflect on performance</li> </ul>
<p><b>2 – Work Sometimes Meets Expectations</b></p>	<ul style="list-style-type: none"> <li>➤ Demonstrates limited evidence of preparation/rehearsal</li> <li>➤ Sometimes demonstrates technical skill, technique, and/or physical prowess</li> <li>➤ Performs perfunctorily—without enthusiasm</li> <li>➤ Approaches unity of role and performer</li> <li>➤ Uses some props, attire, and/or equipment</li> <li>➤ Demonstrates limited ability to work independently and/or cooperatively/collaboratively, as appropriate to task</li> <li>➤ Demonstrates limited ability to analyze and reflect on performance</li> </ul>
<p><b>1 – Work Rarely or Never Meets Expectations</b></p>	<ul style="list-style-type: none"> <li>➤ Demonstrates little or no evidence of preparation/rehearsal</li> <li>➤ Demonstrates little or no technical skill, technique, and/or physical prowess</li> <li>➤ Performs inadequately</li> <li>➤ Displays disunity of role and performer</li> <li>➤ Uses inappropriate or inadequate props, attire, and/or equipment</li> <li>➤ Demonstrates little or no ability to work independently and/or cooperatively/collaboratively, as appropriate to task</li> <li>➤ Demonstrates little or no ability to analyze and reflect on performance</li> </ul>

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## 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, gender identity, 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, gender identity, 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 Elementary and Secondary Education, Program Quality Assurance, 75 Pleasant 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, gender identity, 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:  
The Assistant Superintendent of Schools  
157 Farm Street, Dover  
The phone number is 508.785.0036**

### The Equity Coordinators are:

**Dover-Sherborn High School  
Carolyn Genatossio & 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**

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## 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.

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

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## McKinney-Vento Homeless Education

### NOTICE: 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

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There are some things you should know about.

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

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

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For more information or questions, please contact the homeless liaison for the Dover Sherborn Public Schools 508-785-0036.

## Pregnant Students

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

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

## Corporal Punishment

Corporal punishment in public school is illegal in Massachusetts. School staff may not hit, spank or physically punish students. School staff members may, however, use reasonable force if necessary to protect students, other persons or themselves from a physical assault by a student.

## ACADEMIC INFORMATION

### Graduation Requirements

According to *The Massachusetts Educational Reform Act of 1993*, students must be engaged in learning throughout the school day. In order to ensure this, students choose a minimum of at least 35 credits but not more than 45 credits per year. All students must earn 140 credits to graduate as well as satisfy all other graduation requirements including state graduation examinations. Meeting graduation requirements is the responsibility of each student and his or her parent/guardian. Students must monitor their credit totals and be certain they have completed all graduation requirements and have sufficient credits for graduation.

**All students must pass and earn the following credits as part of the 140 credits required for graduation:**

- English**, four years (24.0 credits)
- Mathematics**, four years (24.0 credits)
- Science**, three years (18.0 credits)
- Social Studies**, three years consisting of World History and U.S. History (18.0 credits)
- World Language**, three years (18.0 credits)
- Educational Technologies** (6.0 credits)
- Living, Fine & Technical Arts** (12.0 credits)
- Wellness** (12.5 credits)
  - \*9<sup>th</sup> Grade: One semester of Phys Ed and One semester Health (2.5 credits)
  - \*10<sup>th</sup> Grade: Two semesters of Phys Ed & Health (3.0 credits)
  - \*11<sup>th</sup> Grade: Two semesters of Phys Ed & Health (3.0 credits)
  - \*12<sup>th</sup> Grade: One semester of Phys Ed & Health (1.5 credits)

Programmatic changes approved for the 2012-13 school year to the Physical Education and Health curriculum include offering quarterly elective module choices to sophomores, juniors and seniors. This realignment was the product of significant curriculum revision and program assessment.

- Community Service** (40 hours)

**•Earn a passing score in all MCAS Graduation/Competency Determination Requirements as outlined in order to earn a diploma.**

**Class of 2018**

**Pass** ELA and Math with a score of 240, or 220-238 with a completed \*Educational Proficiency Plan  
**Pass** Science

**Class of 2017**

**Pass** ELA and Math with a score of 240, or 220-238 with a completed \*Educational Proficiency Plan  
**Pass** Science

**Class of 2016:**

**Pass** ELA and Math with a score of 240, or 220-238 with a completed \*Educational Proficiency Plan  
**Pass** Science

**Class of 2015:**

**Pass** ELA and Math with a score of 240, or 220-238 with a completed \*Educational Proficiency Plan  
**Pass** Science

**\*Educational Proficiency Plans:** To comply with the Department of Elementary and Secondary Education’s regulations, all students earning passing scores between 220-238 on ELA and/or Math MCAS are to be supported by the development of an Educational Proficiency Plan and must earn a passing score on an end-of-course final assessment provided by the school as outlined in the student’s EPP.

Participation in the graduation ceremony by students with disabilities shall be determined pursuant to guidelines from the Department of Elementary and Secondary Education.

For additional information, please refer to the Program of Studies guide that may be found on our web site. Go to [www.doversherborn.org](http://www.doversherborn.org), click on the High School link, <http://www.doversherborn.org/index.cfm/pid/10254>, then Curriculum, and finally on Program of Studies, or access this online publication directly at: <http://www.doversherborn.org/index.cfm/page/Curriculum/pid/10268>

**MCAS**

In order for a performance appeal to go forward, students must meet eligibility and performance requirements. *For the most current information on the MCAS appeals process, please visit: [www.doe.mass.edu/mcasappeals](http://www.doe.mass.edu/mcasappeals).*

### Transition from Freshman to Sophomore Status

Freshmen must pass 6 credits in mathematics and 6 credits in English plus 12 additional credits to attain sophomore status by the beginning of the next academic year. A passing grade of D is equivalent to a numeric average of 65. Parents/Guardians will be notified by the Guidance Department early in the second semester if their son or daughter is in danger of not attaining sophomore status for the next academic year. This policy has been adopted to support Dover-Sherborn's high academic expectations and in response to Massachusetts Education Reform initiatives.

In keeping with the school's policy, no more than two courses in a student's overall high school career may be taken in summer school for makeup credit. Each summer school course presented for credit toward graduation must receive **prior** approval of the Headmaster. Headmaster approval is based upon review of the course curriculum and consultation with the appropriate department head. (See Summer School Policy on page 31.)

### Community Service

Dover-Sherborn High School is committed to the benefits of a Community Service Graduation Requirement. All students will be required to demonstrate proof of forty hours of Community Service to fulfill requirements for graduation. Verification of these hours will be kept in the students' portfolios throughout their four years of high school. It is recommended that students complete ten hours of this requirement per year.

Students MUST fulfill this obligation by the end of the first semester of senior year to be eligible for participation in Senior Project.

### Interim Reports

Interim reports for each student enrolled at the high school can be accessed through the family portal approximately halfway through each term. These reports inform students and their parents/guardians of the student's current standing in classes. An email will be sent informing parents/guardians when the portal will be open. If a student is in danger of failing a course, that is, if a student has a grade of C- or below, the online report will indicate this and the comment, "Student is in danger of failing for the term," will accompany the interim grade for that course/those courses."

If a student is failing at the time of the interim report, he/she must attend one extra help session per week until the grade is at a passing level. It is the responsibility of the individual student to attend these extra help sessions. Attendance at extra help sessions takes precedence over all other school related activities and jobs (i.e. sports, clubs, etc.).

### Grade Reports

End of term and semester grade reports will be available through the family portal. An email will be sent to parents/guardians to inform them when the portal will be opened so that grade reports may be viewed.

### Extra-Help Sessions

Extra help sessions run from 2:30 to 3:15 p.m. Monday – Thursday. Teachers generally schedule 45 minute sessions two afternoons per week. Teachers who serve as coaches may offer extra help from 2:30 to 3:00 p.m. as well as prior to start of school in the a.m.

### Course Request/Selection Process

The Program of Studies is updated annually and published to the website in January for students and families to review in anticipation of requesting courses for the following school year. Families are encouraged to read course the desired descriptions and requirements carefully when requesting courses.

Beginning the first week of January, students are encouraged to speak with teachers regarding course choices for the following school year. At the close of the first semester, teachers make online recommendations regarding student course level (CP, Honors, and AP) for all academic courses and any other courses requiring teacher recommendation as indicated in the Program of Studies.

During the first week of February, students will be given time to make their course selections online. Only those academic courses that are recommended by teachers will be accessible for student selection. Students will request courses in the Living, Fine and Technical Arts and Educational Technologies as well as request other elective courses and enter their choices online. After making these course requests students will print out their Course Request Form to return to school. Both student and parent/guardian signatures are required on this form. Students will be scheduled for an individual appointment with their school counselors during the course registration period in February to review course requests. Students are expected to arrive at this appointment with their signed Course Request Form. Any necessary additions or adjustments will be discussed at this appointment and counselors will request approval from teachers and parents/guardians before making any changes to academic subjects.

### Review of the Placement Process for the 2014-2015 School Year

**Parents/Guardians and/or incoming sophomores, juniors and seniors** who did not meet the academic prerequisites had the opportunity to initiate a review process by:

Scheduling a joint meeting with the **recommending subject teacher and the department head** to review the teacher's recommendation at this meeting, the parents/guardians must submit evidence that the student is capable of Honors/AP level work in this subject and would contribute positively to the success of the course. The decision of the department head will prevail.

All requests for placement reviews for the 2014-2015 school year were to be completed in writing by April 6, 2014.

**All scheduling decisions were to be completed by May 1<sup>st</sup>, 2014 for the 2014-2015 school year. The decisions as of May 1<sup>st</sup>, 2014 will prevail in the fall. The school reserves the right to consult students' alternate course requests when courses are cancelled, closed or when course conflicts arise.**

**Parents/Guardians of incoming freshmen:** Incoming eighth grade students will be recommended by their eighth grade teachers for the appropriate course level in each subject. These placements are a result of the teachers' best professional judgment after working daily with the student and after reviewing the placement standards agreed to by middle and high school staff. Parents/Guardians may request to meet with the teacher of a subject to better understand the teacher's decision.

Please be advised that when changes are made to a student's schedule, the school attempts to minimize disruption. However, sometimes the requested change necessitates a total revision of the student's schedule and at times, his or her courses.

Please consult the 2014–2015 Program of Studies for further details.

Please consult the 2015-2016 Program of Studies when it becomes available in January, 2015 for the 2015-2016 Course Request/Selection Process and established dates for placement reviews.

#### Accelerating in a Course of Study

A student who has taken an approved accredited course and who wishes to accelerate a course of study must take both the midyear and final exam for the preceding course to demonstrate complete mastery of the subject material. The student must earn the pre-requisite passing grade(s) on the Dover- Sherborn exam(s) as outlined in Program of Studies for this course. Acceleration will not reduce the required number of courses that a student must take to fulfill graduation requirements. Any exception must be pre-approved by the Headmaster.

#### Auditing a Course

A student may elect to audit additional courses if there is sufficient space. The student will be expected to do all work and to take all tests and examinations. The course will appear on the final transcript marked 'Audit' with no grade or credit toward graduation.

#### Minimum Course Load

Students must elect courses generating a minimum of 36 credits or a maximum of 45 credits per year.

## Course Change Procedures for the 2014-2015 School Year

When a scheduling change is considered during the school year for a course in which a student is currently enrolled, the following guidelines apply:

### 1. Adding a Course:

Courses may be added only within the **first six class meetings** of any course. Students will not be added to new classes after this time.

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### 2. Class Level Transfers:

After the first six classes have passed, a student may change **ONLY** the level of a current class and **ONLY** with the permission of the headmaster upon recommendation from the classroom teacher. **A course level change may only be considered until midway through the first grading term of a course.**

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After that, any individual requesting a level change must petition the subject teacher and Department Head for consideration. A student's grade average in his/her current class, as of the date of the level transfer, will follow him/her into the new class.

For example:

<u>Course</u>	<u>Level</u>	<u>Grade</u>
Pre-Calculus	Honors	W/P or W/F
Pre-Calculus	College Preparatory	C+

**NO COURSE WILL BE CHANGED WITHOUT THE COMPLETION OF THE ADD/DROP FORM THAT PROVIDES WRITTEN ACKNOWLEDGMENT FROM THE STUDENT'S PARENT/GUARDIAN, THE APPROVAL FROM TEACHER AND THE DEPARTMENT CHAIR, AND THE RECOMMENDATION OF HIS OR HER SCHOOL COUNSELOR.**

Even with approval, a change in a course or level can be made only if there is sufficient space in the receiving course at the time that the actual schedule change computer transaction is completed.

### 3. Dropping a Course:

A student must carry a minimum of 36 credits each year. A student may not drop a course or fall below the minimum credit requirement without the approval of the Headmaster. **After fifty percent (50%) of a course's class meetings have passed,** (for all year courses, this includes the mid-year exam) a student who withdraws from a course will receive a failing grade (F). The result of dropping this class will appear on a student's permanent record/transcript as a failure (F) for this course.

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## Calculating a Grade Point Average

Cumulative Grade Point Averages are calculated at the end of each semester of high school. The GPA is calculated by using the grading code below and assigning the correct weight to each letter grade in the following academic subjects taken at Dover-Sherborn High School that meet six or more times in our eight day cycle: English, mathematics, science, world language and social studies. After determining the weights for each course, a sum is calculated. This sum is then divided by the number of counted courses completed. *Please note:*

- 1. The weight for an all year course is calculated at 50% at Semester 1 of a given class. It is calculated at 100% at the end of the full year.
- The weight for a one semester course is half the weight of an all year course.
- If a course taken at Dover-Sherborn High School is repeated at Dover-Sherborn High School then both final grades count in the GPA.
- GPA's are only calculated for courses taken at Dover-Sherborn High School. The only exception to this is that advanced mathematics courses taken at Stanford Online High School (SOHS) and/or John's Hopkins Center for Talented Youth (CTY) (as detailed in the Mathematics section of the Program of Studies) will be included in a student's GPA.
- Courses taken by students participating in elected alternative programs will not be included in a Dover-Sherborn GPA.
- Independent Study grades are not included in GPA calculations without permission of the Headmaster.
- Courses taken for "pass/fail" grade will not be factored into a student's GPA.
- Students taking Advanced Placement courses will receive Advanced Placement Quality Point Weighting toward their GPA only after sitting for the AP examination in May.
- Students taking AP Art will receive Advanced Placement Quality Point Weighting toward their GPA only after submission of the assessment portfolio to the College Board. If the portfolio is not submitted, then the student will receive honors quality points in the GPA calculation.

***Dover-Sherborn does not provide any rank-in-class distinctions.***

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## Grading System

Dover-Sherborn does not compute class rank for its students due to the school's small class size and its competitive, academic environment.

Grade	Numeric Equivalent	AP	Honors	CP
A	93-100	5.00	4.80	4.00
A-	90-92	4.58	4.40	3.67
B+	87-89	4.17	4.00	3.33
B	83-86	3.75	3.60	3.00
B-	80-82	3.33	3.20	2.67
C+	77-79	2.92	2.80	2.33
C	73-76	2.50	2.40	2.00
C-	70-72	2.08	2.00	1.67
D	65-69	1.25	1.20	1.00
F	Below 65	0	0	0

## Honor Roll

Dover-Sherborn High School publishes an Honor Roll every term. To attain Honor Roll status, a student must earn term grades of B- or above in all subjects. Incompletes must be resolved within two weeks after the close of the term. Failure to complete courses within this time frame will prevent a student from attaining Honor Roll status.

## Conferences

Conferences may be scheduled at any mutually agreed upon time by individual teachers, students, parents/guardian or the Main Office with the expressed purpose of taking a cooperative approach to solve a behavior or academic problem. Teachers may be contacted through both voice mail and email.

## Pre-assigned Assessment Event

Though teachers may schedule pre-assigned assessment events (tests, "quests," quizzes, "tizzes") on days of their choosing, no student is obliged to take more than two pre-assigned assessments on a given day. **At the time that a third is announced, it is the student's responsibility to notify the teacher of the conflict and the third and subsequent assessments should be rescheduled by the teacher. It is not acceptable to inform a teacher of the conflict on the day of the assessment.** A major paper or project other than the English Adolescent Paper or the social studies Position Paper that is due on the same day as scheduled assessments is not considered an assessment event for that day. **Teachers must verbally announce major assessments at least four school days in advance.**

## Homework Policy

When selecting courses, parents/guardians and students should be mindful of the amount of homework generally required in preparation for the next class meeting. This will vary according to the level and course, but the faculty has agreed to the following as a standard: on average, 30-45 minutes each night on homework for a CP or Honors class, and 45-60 minutes for an AP class. Homework will not count more than 20% of a term grade.

## Homework Policy for School Vacations

**No homework shall be assigned over Thanksgiving break, winter break, February vacation and April vacation except in Advanced Placement courses. Major projects or papers due the week after Thanksgiving break, winter break, February vacation and April vacation should not be due within the first two days following the resumption of school.**

## Make-up Policy: Homework and Quizzes/Tests\*

It is important for students to understand that written assignments, tests, quizzes, and homework are vital parts of the learning experience. The following guidelines or expectations have been established:

1. Homework may be checked periodically and assigned a grade. If the homework is not complete, the grade may be a zero. This cannot be made up another day, unless of course, the student has been absent because of illness.
2. Generally, if a student is absent, it is his or her responsibility to check the teacher website, email the teacher, or call a classmate for the homework assignment, so that, when a student returns to class, he or she is prepared.
3. Papers are expected to be passed in on time. A paper passed in late may be dropped a full grade. A paper can be no more than two days late, after which time, no credit may be given for the paper.
4. If a student is absent due to an excused absence on the day a paper is due, the paper must be passed in the day the student returns to class. If, however, the student has an unexcused absence, the paper will be dropped one full grade. If a student is absent from class, but is in school during any portion of that day, the paper is still due that day.
5. A student who misses a test or quiz should be expected to make it up the next school day. In the case of extended or excused illness or absences, students/parents/guardians should schedule an appointment with their counselor and teachers to arrange completion dates for makeup work.
6. Sports games, practices, or extracurricular activities are not considered excuses for failure to make up work missed.

\*IEPs and 504 Plans will be followed.

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## Overnight Trips

**Parents/guardians and students are advised to be mindful of the rigors and obligations of all courses, and are reminded to carefully weigh the impact on school work of their decisions to participate in overnight or extended field trips.**

## Textbooks

All school textbooks must be covered to protect them. Students are held responsible for all books issued and may be given detention if textbooks are not covered and taken care of properly.

## School-wide Examinations

Midyear and final examinations will be weighted 20% of each respective semester grade at every level in all departments.

To comply with the Department of Elementary and Secondary Education's regulations regarding Educational Proficiency Plans, an end of course assessment is mandatory in English and Mathematics for those juniors and seniors who have not scored at or above the Proficient level on MCAS in those disciplines.

## Exemption for Seniors from Final Examinations

Seniors who maintain an average of 90 or above at the end of a course are exempt from taking the final examination in that course. This applies to both one semester and full year courses.

To comply with the Department of Elementary and Secondary Education's regulations regarding Educational Proficiency Plans, an end of course assessment is mandatory in English and Mathematics for those seniors who have not scored at or above the Proficient level on MCAS in those disciplines.

## Final Grades

Final transcripts for graduating seniors will not be issued until all hold slips and other debts are settled.

## Resolution of Incompletes

All incompletes must be resolved within 1 week after issuance of grades at the end of the first three terms. A fourth term or final exam incomplete must be resolved within two weeks of the opening of the following school year. Any exceptions must be approved by the Headmaster.

### Eligibility for Extracurricular Activities

To be eligible to participate in athletics, clubs, and drama/musical performances during the second, third and fourth terms, a student cannot fail more than one course and must be passing a minimum of 30 credits for the term immediately preceding.

To be eligible for the fall term, a student is required to have passed, for the previous academic year, the equivalent of five traditional year-long major courses.

A student entering grade 9 from a middle or junior high school is eligible at the start of the school year.

### Repeating a Course at Dover-Sherborn

A student may request to repeat a course taken at Dover-Sherborn where credit has been earned. The following guidelines are used:

- 1. The course is a foundation for subsequent courses
- 2. No credit is earned when the course is repeated
- 3. The second grade will also appear on the student's transcript and both will be included in the student's grade-point-average.

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### Original Credit Courses

The following criteria shall apply to courses taken for original credit:

- 1. A student must obtain written permission from the Headmaster to enroll in and receive original credit for courses taken outside of Dover-Sherborn High School. The only exception to this is that advanced mathematics courses taken at Stanford Online High School (SOHS) and/or John's Hopkins Center for Talented Youth (CTY) (as detailed in the Mathematics section of the Program of Studies).
- 2. In general, students will be allowed to accrue up to twelve Dover-Sherborn credits for courses taken off campus. These courses may not be used to meet or substitute for D-S required courses and will **NOT** fulfill graduation requirements or be included in the GPA unless approved by the Headmaster.
- 3. Six credits will be granted for a high school course taken off campus if the course receives the pre-approval of the Headmaster and if the course meets for a minimum of 120 hours and is taken at an accredited school. These courses will not be included in a Dover-Sherborn High School GPA unless approved by the Headmaster.
- 4. Six credits will be granted for a full semester college level course that is pre-approved by the Headmaster. These courses will not be included in a Dover-Sherborn High School GPA unless approved by the Headmaster.
- 5. Three credits will be granted for semester online courses through TEC-sponsored online course initiative. All TEC online course registrations must be pre-approved through the Headmaster. These courses will not be included in a Dover-Sherborn High School GPA unless approved by the Headmaster.
- 6. Credits will be assigned for SOHS and John's Hopkins CTY courses as indicated in the Mathematics and Educational Technologies sections of the Program of Studies. In addition, these courses will fulfill graduation requirements.

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**Any requests for exceptions to the above must be submitted in writing to the Headmaster.**

#### Summer School for Making up a Failed Course

Students may attend a summer school approved by the Headmaster for the purpose of making up a failed course provided the following criteria are met.

- a. A student must obtain written permission from Dover-Sherborn High School administration to enroll in a course and receive credit.
- b. Credit for courses taken elsewhere will be granted by Dover-Sherborn High School according to the following criteria:
  - a. a maximum of twelve (12) credits over a student's high school career will be granted for **make-up** courses completed elsewhere, and
  - b. credit will be granted for repeating and passing a subject failed during the school year provided the student received a final average of 55 or better in the original course and completed all course requirements (including final exam).

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**Any requests for exceptions to the above must be submitted in writing to the Headmaster.**

#### Enrollment in Programs Outside Dover-Sherborn High School--Parental Choice

Occasionally students and their parents/guardians elect to participate in educationally approved programs outside of Dover-Sherborn High School. Examples of this would be ski school, snowboarding school, equestrian school or other accredited programs pre-approved by the Headmaster. In such approved, non-medical situations when this program constitutes the entirety of the student's academic day, **the student will be withdrawn from Dover-Sherborn High School for the duration of this alternative setting and reenrolled upon his/her return.** Grades for students whose parents/guardians elect an alternative, approved program will not be integrated with the grades from Dover-Sherborn High School and will be listed separately on the student's high school transcript. Additionally, a Dover-Sherborn grade point average will not include grades for courses taken in these elected programs outside of Dover-Sherborn High School.

Students are advised to check with the Athletic Director regarding MIAA and school policies concerning possible impact on athletic eligibility and participation.

**REMINDER: STUDENTS PARTICIPATING IN SUCH PROGRAMS MUST SATISFY MCAS REQUIREMENTS TO BE ELIGIBLE FOR GRADUATION.**

#### Withdrawal from Dover-Sherborn High School

Pursuant to M.G.L. ch. 76, §1, students who are of mandatory school age must attend school. When students who are not of mandatory school age withdraw from school, Parents/Guardians must authorize any student withdrawal by signing a completed

“Withdrawal Form.” [and meeting with the Building Principal or designee prior to the withdrawal.](#)

## Fifth Year Students

Students who do not complete graduation requirements at the end of four years, have not withdrawn and continue to seek a diploma will be considered Fifth Year Students. A Fifth Year Student must re-enroll with permission of the headmaster before he/she will be given a schedule by the school counselor. Some Fifth Year Students may need only one or two courses to fulfill graduation requirements. If this is the case, every effort will be made to schedule a student’s courses and support services, if applicable as early in the day as the master schedule allows. Such Fifth Year Students will be required to leave the building once they have completed their daily schedules. Each day the student is scheduled to be in attendance, he or she is required to sign in at the main office upon arrival to school and must sign out and leave campus following the end of the student’s last class each day. If he or she needs to remain on campus, permission must be granted by the Headmaster.

## 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 21<sup>st</sup>-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, sex/gender, gender identity, 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](http://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 or a member of the school staff 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.

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## 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 possible 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:

- a. PED Usage Level 1: Personal Electronic Devices (PEDs) are not allowed in this classroom.
- b. 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.
- c. 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.

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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.

#### Random Review of Student Emails

The Dover-Sherborn High School provides students with email accounts in order to facilitate collaboration and enhance the student educational experience.

Students and their parents/guardians are required to sign an Internet Acceptable Use Policy at the beginning of each year that sets forth the policies related to the proper use of email.

To ensure students use email for appropriate purposes, the High School Administration in conjunction with the Director of Technology may review student email accounts.

The review of student email accounts is to educate students when the email system is used for inappropriate purposes. Violation of the Internet Acceptable Use Policy may result in student disciplinary action.

#### TEC Online Academy

Students opting for a TEC Online Academy course are required to sign an Acceptable Use Policy form (AUP) specific to the TEC Online Academy. For more information regarding this initiative please contact your guidance counselor, consult the Program of Studies or call TEC at 781-326 2473.

## Library/Media Center

The Media Center/Library is open Monday-Friday from 7:30 a.m. to 3:30 p.m. Additional details of library resources may be obtained in the Media Center/Library.

Books may be checked out for three weeks and renewed for three weeks; magazines and reference books may be checked out overnight only. Videos, CDs and filmstrips are for classroom use only. There are no fines, but students are responsible for all materials checked out.

Space permitting, students wishing to use the library during a DR must report directly to the library at the beginning of the period. All students using the library must sign in. Attendance will be taken via the sign in sheet and sent via First Class to each DR teacher. In the event that Senior Privilege is granted by the School Committee, seniors with Senior Privilege must account for themselves in writing during each Directed Research period. If not, upon review, the Senior Privilege will be revoked in its entirety. Students are reminded to use the library for research and reference, both online and print, as well as quiet reading. General homework assignments should be done in the DR classroom. If students need to leave the library they must have a pass from the requesting teacher.

## Senior Project (Academic Option)

A Senior Project is a four to six-week unpaid independent study program offering seniors an opportunity to learn in an educational environment not previously available to the student. Admittance to this program is based upon a written proposal explaining the educational value as well as the feasibility of the project. Senior Project proposals are subject to review and approval by the Headmaster. A written statement by a faculty sponsor is submitted in lieu of a grade.

Participation in the Senior Project program requires punctuality, good attendance, responsible citizenship and satisfactory academic achievement. Students MUST fulfill their Community Service obligation by the end of the first semester of senior year to be eligible for participation in Senior Project.

**A student will be ineligible for Senior Project if he/she has accumulated 6 unexcused tardies in either semester of senior year or if a student has lost credit in a course for excessive absences or has been removed for excessive class cuts junior or senior year.**

Students should note that participation in a skip day will result in loss or termination of Senior Project. Skipping a class during Senior Project or a day at a student's Senior

Project placement will result in removal from Senior Project. Suspension from school during senior year may result in ineligibility for or removal from Senior Project.

If a student is absent from Senior Project placement, the parent/guardian must call and notify the high school of the absence. This will count as an absence from school. That morning the parent/guardian must also contact the teacher mentor at the high school and the person that the student is assigned to at the senior project placement.

Students should be aware that they will not be released from an Advanced Placement Course until after the AP exam for that course has been administered, and then only with teacher approval.

Students planning to participate in a Senior Project that requires them to leave and/or return to the high school campus for classes are strongly encouraged to purchase a year-long parking pass when they are available at the beginning of the school year or make alternative plans for transportation. Senior Project students have no guarantee that a temporary pass will be available once Senior Project begins.

## STUDENT SERVICES

### Guidance

The Guidance Office is open daily during school hours and students are free to schedule appointments with guidance counselors at their convenience to address questions, discuss concerns or seek support. In addition, counselors meet with students in small groups to discuss such topics as transitioning to high school, standardized testing, and post-secondary planning. Counselors also meet individually with all students in their caseload at least once during the school year.

The school district also employs a school adjustment counselor whose services are accessible through a referral process as part of the array of educational services available to each student in the school district. As with all members of the school counseling team, individualized parent/guardian consent is not necessary to provide services to students. Parents/Guardians who do not wish their son or daughter to participate in this service must send a letter to the Director of Guidance so stating.

As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

### Special Education

Under the Massachusetts law, special education services are available to eligible 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. Once the evaluation is completed, ~~within thirty school days and~~ the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation and the TEAM will determine whether the child ~~has a disability and needs special education services~~ is eligible for special education. No services will be provided without a parent's/guardian's ~~written agreement to acceptance of~~ the Individual Education Program (I.E.P.).

~~Dover Sherborn High School provides a wide range of helpful services for special needs students. Other services that are needed will be provided outside the high school environment. 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 with students in need of home or hospital tutoring,~~ please contact Therese Green, Special Education Director Pre-K-12 at 508-785-0036.

Copies of procedural safeguards can be obtained on the Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

**Comment [YUN1]:** More info on this below.  
Keep it separate from SPED.

## Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing.

## Health Information

Students and parents/guardians are required to complete the *Medical Information for the School Nurse*, located on the back of the *Student Registration/Verification Information Form*. Students and parents/guardians should discuss with the nurse any health or other problems which could affect overall school adjustment. Individual Student Health Plans will be agreed upon for emergency or long-term care of any health problems.

The High School Health Office is open daily during school hours. A pass, signed by the teacher, is required from any student visiting the Health Office from a class or DR. After a reasonable amount of time for a health assessment, the student will return to class or be dismissed. Students are responsible for any work that may be missed during a visit to the Health Office. If medication is required every day in school, the student is expected to go to the Health Office each day at the appropriate time.

## Emergency Care

Students and parents/guardians are required to complete the *Emergency Contacts* located on the front of the *Student Registration/Verification Information Form*. Additional names are requested of adults who may be called to take a sick student home if both parents/guardians are unavailable. In emergency situations, parents/guardians are notified; if they cannot be reached, attempts will be made to reach the student's family doctor. The student may be transported by ambulance to the most appropriate hospital.

**Parents/Guardians who are going to be out of town** must complete the *Parent Authorization for Emergency Care* form. This form is available from the school web site and can be found on the Health Office Home Page. This form must be completed when a parent/guardian leaves his or her child in the care of another adult overnight or for an extended period of time. We need all of the contact information including daytime telephone and cell phone numbers of the temporary caregiver. These forms are also available at the Main Office or in the Health Office.

## Student Immunizations

Massachusetts Immunization Law states that any student who cannot show documented proof of up-to-date immunizations may be barred from school attendance after fourteen days of entering school. Medical or religious exemption requests should be discussed with the school nurse.

## Physical Examinations

The written report of a physical exam done within the prior year is required for all new students, students entering tenth grade or students who plan to take part in competitive interscholastic sports. The Massachusetts Interscholastic Athletic Association requires a written physical exam before the first practice of any competitive sport. Forms for any of these examinations are available in the Health Office.

## Medication Policies

The medication policy of the Dover and Sherborn school system is that medication will be dispensed only with written authorization from a physician and the parent/guardian.

As required by the Massachusetts Board of Registration for Nursing, the School Nurse as a licensed Registered Nurse may administer medication only with the written order of a physician. The State also requires the School Nurse to be responsible for any student medication in the school building. Our school physician has written standard protocols, as required by the State, which authorize the School Nurses to administer, with written parent/guardian request, over-the-counter medication such as acetaminophen or ibuprofen for relief of pain. (Complete protocols are posted in the Health Service offices). The medications must be provided by the parent/guardian in the original clearly labeled container.

The State Department of Public Health has distributed a form for the physician and parent/guardian to authorize the nurse to monitor or dispense prescription medication to students. There is provision on the form for the physician to authorize the student to self administer medication, provided the nurse determines it is safe and appropriate for student to do so. Copies of the forms are available in the Health Office.

**INHALERS ARE MEDICATION** and require physician and parent/guardian authorization. In most cases, the student will be authorized to carry the inhaler, having been instructed by the physician in its use. The written order must be on file in the Health Office.

Students who have serious or life threatening allergies are often prescribed medications such as “Benadryl” or an “Epipen” for life-saving emergency relief. These also must be appropriately authorized and provided by the parent or guardian. If a student needs an Epipen, the nurse must be provided with documentation of the allergy.

The nurse must be notified in advance if a student will be participating in a field trip in order to arrange for medications and other health issues. Teachers are responsible for providing the attendance secretary and the school nurse with a list of students going on a field trip at least one week in advance. The nurse will check the list for students who have medical needs and communicate this information to chaperones/teachers.

Protocol for Students Requiring Temporary Home or Hospital Education [Pursuant to 603 CMR 28.08\(3\)](#)

~~The~~ For a general education student, the school nurse will contact the family to request that the student's physician must complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to ~~him/her~~ the school nurse. Upon receipt of the medical order, the school nurse will review the form to determine eligibility pursuant to 603 CMR 28.08(3). If eligible, the school nurse will work with advise the guidance counselor regarding ~~about~~ the educational implications of the student's medical needs. Tutoring ~~may will~~ 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.

The student's Special Education Liaison will coordinate delivery of services.

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### Re-Entry Protocol

The partnership between home and school is never more important than at the time of a student's re-entry after an extended absence from school or hospitalization. It is the practice of the Dover Sherborn Public Schools to conduct a re-entry conference any time a student is not present at school for one of the following reasons:

1. Hospitalization or evaluation for emotional/psychiatric reasons
2. Prolonged absence for medical reasons
3. A temporary alternate placement (TAP), i.e. ski school, Olympic training, DYS placement/return
4. An out-of-school suspension when a meeting requested by the building Headmaster

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The re-entry conference is conducted in an effort to assist the student to make a smooth transition back into school and to share all pertinent information about the student.

The re-entry conference will generally occur 24 hours in advance of the student's anticipated return to his or her classes. Present at the conference will be the student's parent(s)/guardian(s), the student (as appropriate), a member of the administration, the student's school counselor, the school adjustment counselor or school nurse (as appropriate), and the assistant principal (in the event of suspension), and any other appropriate staff.

The goals for the re-entry conference:

1. Provide a smooth transition back to school
2. Provide an opportunity for parents/guardians and/or consultants to supply the school with updated information about the student

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- 6. Where necessary, permission forms will be completed for sharing of information
- 7. Short term (2 weeks) expectations will be defined for the student both academically and behaviorally

- 8. A re-entry plan will be established
- 9. Other professionals to be collaborated with will be identified
- 10. A liaison at the school will be designated as the contact for the parents/guardians and outside collaborators
- 11. A date will be set for follow-up with the student and/or parents/guardians, as appropriate either by telephone, email or conference

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Please call your child's school counselor to arrange a re-entry meeting as soon as you know the date of your child's return to school. Please understand that a minimum of 24 hours notice is generally needed in order for a meeting date and time to be confirmed.

## ATTENDANCE REGULATIONS AND PROCEDURES

### Attendance Policy

Good attendance and classroom participation are vital to success at school. Students should miss class only under the most urgent circumstances. Parents/Guardians should make appointments at times that do not conflict with classroom responsibilities. Vacations should be planned so that students do not miss valuable classroom time. Attendance will be taken every period and the names of missing students reported to the main office.

#### **Student Absence Notification Program**

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding the absence.

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

Reminder: Regulations that govern MCAS Performance Appeals (603 CMR 30.05) state that "[students must have] maintained at least a 95% attendance level ... during the school year prior to and the year of the appeal."

Under the Dover-Sherborn High School attendance policy a student who is absent, without an approved excuse, for more than 10% of the class-days that a course meets during a semester or year will not receive credit for that course. Any course that does not receive credit will not be counted in the calculation of the GPA. The chart below indicates the maximum number of class-days that a student can miss (unexcused absences) without losing credit for the course:

Duration of Course	Classes per 8 day cycle	Maximum Number of Unexcused Absences
Semester	3	4
Semester	4	5
Semester	5	6
Semester	6	7
Full year	1	3
Full year	2	5
Full year	3	7

Full year	5	12
Full year	6	14
Full year	7	16
Full year	8	19

Request for a waiver to the above listed policy must be put in writing along with supporting documentation and submitted to the administration in a timely manner. Attendance will be prorated for students who enroll after the start of the school year.

All absences are cumulative. Absences for the following reasons will be considered “Excused Absences” and will not be counted in determining the “Maximum Number of Unexcused Absences:”

- d. classes missed/absences due to illness or injury that are substantiated in writing, on a letterhead that indicates the medical office or institution of affiliation, with a contact phone number provided by the student’s treating physician;
- e. classes missed by/absences of a student who is observing a religious holiday;
- f. classes missed/absences due to a court appearance (where the appearance is verified by a statement from the court)
- g. classes missed/absences due to a death in the immediate family
- h. up to 3 days missed per year (for juniors and seniors only) to visit colleges (Classes missed/absences to visit colleges will be considered “excused absences” only if the absence has been approved in advance by the High School Administration and the visit has been verified by a note from the college’s Admissions Office.)
- i. classes missed/absences with the approval of the Headmaster, and
- j. documented, ongoing, chronic medical conditions\*.

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\*For classes missed/absences due to an ongoing/chronic medical condition that has been documented by a student’s treating physician, a note from a parent/guardian stating that the absence/tardy was related to the documented chronic medical condition is required for **each** absence/tardy. This documentation for an ongoing, chronic medical condition from the treating physician must be updated annually-bi-monthly or at the school’s request. Student-initiated dismissals for students with documented, ongoing, chronic medical conditions will be documented by the school nurse who will determine whether or not the dismissal is related to that condition and whether or not it will be excused. Dismissals to attend treatment or therapy sessions or for related reasons for students with documented, ongoing, chronic medical conditions must be verified by the health care provider for each visit.

Students who miss a class and wish the absence to be classified as an “Excused Absence” are urged to provide the Administration with verification to support the absence as soon as possible upon returning from the absence.

Reminder: Regulations that govern MCAS Performance Appeals (603 CMR 30.05) state that “[students must have] maintained at least a 95% attendance level ... during the school year prior to and the year of the appeal.”

Absence or Tardiness

When a student is absent or tardy, a parent/guardian must call the Health Office at 785-1730, extension 8621 before 8:00 a.m. to report the REASON for the absence or tardy. If a student is absent for an extended period, a doctor's note must be given to the school nurse before the student may return to class.

It should be noted that anytime a student misses a class it is virtually impossible to make up the missed presentation that the teacher has made. However, each student is responsible for material covered during an absence. Students should see each teacher for makeup work when they return to school from an absence.

It is important to note that when a student is absent due to injury or illness, he/she will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m. and stay until the close of the school day. If a student has been absent on Friday, due to illness, he/she cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor, Headmaster or Assistant Headmaster.

Tardiness

**Any student who arrives at school after the 7:40 a.m. bell MUST sign in at the Front Office. Failure to do so may result in a student being charged with a class cut. Tardiness to class may result in additional teacher sanctions.**

A student is marked tardy if he/she arrives at school after the first period bell (7:40 a.m.). The only excused tardy is one that has been authorized by the administration, for example: illness (accompanied by a doctor's note), religious holiday, college visitation (prior approval from administration and college verification), court visit (verification required), and death in the family. All tardies should be reported by parents/guardians to the Health Office [508-785-1730 ext 8621] prior to 8:00 am. Oversleeping, missing the bus, completing homework, picking up friends, and similar situations are not excused tardies.

When a student has accumulated 6 unexcused tardies per semester, a letter will be sent home notifying the parent/guardian. Each subsequent unexcused tardy will result in the issuance of an office detention. When a student has accumulated 12 unexcused tardies per semester, a parent/guardian conference will be held. When a student with driving privileges has accumulated 13 unexcused tardies per semester, those privileges will be suspended for 10 school days. When a student accumulates 15 unexcused tardies per semester, driving privileges will be revoked for 20 additional school days.

**A student will be ineligible for Senior Project if he/she has accumulated 6 unexcused tardies in either semester of senior year or if a student has lost credit in a course for excessive absences or has been removed for excessive class cuts senior year.**

Attendance Policy for Students Who Have Reached 18

When a student becomes 18 years old, he/she can obtain the appropriate form from the Main Office. The completed form must be signed by the parent/guardian and returned to the Main Office where it will be kept on file.

An 18 year old student has the same right as an adult to REQUEST an excused absence, an excused tardy, and an excused dismissal from the administration. Refer to excused absences under Attendance Policy. Students should make their requests for excused dismissal at the Main Office before homeroom period. All requests are subject to the approval of the administration.

#### Unauthorized Absences from a Day of School

Students are responsible for all work missed as a result of unauthorized absences from a day of school. Any student who is absent from a day of school without parental/guardian permission will receive the following consequences:

First offense: Five detentions and parent/guardian-student conference

Further offenses: Ten detentions; parent/guardian-student conference

Seniors should note that participation in a skip day that is an unauthorized absence from school will result in loss or termination of Senior Project.

#### Dismissal

Parent/guardian dismissals of students from school during the normal school day will be conducted only through the Main Office at the time of departure from the building. A parent or guardian **must provide a signed, dated written dismissal note stating the reason for dismissal.** Parents/Guardians should come to the Main Office to pick up students who are dismissed. The Administration urges that, whenever possible, appointments be made after school hours.

If a student reports to the Health Office during the day because of illness and needs to be dismissed, a parent, guardian or emergency contact will be telephoned by the nurse to pick up the student. Students will be dismissed through the Health Office **only** when a parent, guardian or emergency contact is notified and will take the responsibility for the student. Student-initiated dismissal requests for students with documented, ongoing, chronic medical conditions will be documented by the school nurse who will determine whether or not the dismissal is related to that condition and whether or not it will be excused.

Students should **NOT** call home for dismissal due to illness without Health Office clearance.

#### Non-Resident 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 at 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 school, 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.

*Voted by Dover, Sherborn and Regional School Committees at a Joint/Union School Committee meeting held on April 29, 1999.*

#### Religious Day Observances

When students are absent from school for the purpose of religious observance during religious holidays, it is expected that:

- teachers will not conduct special or unique activities that will cause those students to miss out on an important curriculum event;
- teachers will not administer quizzes/tests on that day, teachers will keep homework expectations reasonable and the due date will be extended as needed to allow for religious observances;
- teachers will provide opportunity and time to make up any work missed on that day as defined in the Student Handbook;
- teachers will give extra help and additional support to those who require such attention, and
- teachers will not require projects or long-term assignments due on the day of or the day after a religious holiday.

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**Student Responsibilities:** 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.

## SCHOOL POLICIES AND PRACTICES

### Use of student photographs or images

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

### Parent/Guardian Messages to Students

Classes will not be interrupted to give messages from home to students except in the case of a family emergency.

### Attire

Students are expected to display an appropriate appearance when attending school or school related events. A student's clothing should not disrupt, distract, or interrupt the school's educational process.

While in school, students will wear clothing that meets the following standards:

- no bare backs
- no bare midriffs
- no bare feet or unsafe footwear
- no clothing that reveals undergarments
- no shorts (including spandex) that are not long enough to reach the hand at the point where the fingers meet the palm when arms are straight at one's sides
- no skirts or dresses that are not long enough to reach the second knuckle when arms are straight at one's sides
- no clothing that displays words or graphics that are obscene/vulgar, violent, sexist, racist, and/or that promote the use of illegal drugs, alcohol or tobacco and/or that advertise those products.

The administration reserves the right to determine what is and what is not appropriate, and will determine consequences for non-compliance.

The administration may waive any restriction(s) in cases involving extenuating medical circumstances.

### Field Trips

#### Guidelines for School-Sponsored Field Trips

- a. The faculty member in charge of the trip may petition the administration to exclude any student whose behavior has proven to be chronically disruptive over a period of time. A student's participation in a field trip is always secondary to academic considerations as well as health and safety considerations for participants. The headmaster or assistant headmaster holds the discretion to determine eligibility based on academic standing. If a student is in danger of losing credit for a course because of attendance issues, the student may be

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prohibited from going on the field trip. If there are questions or concerns about a student's ability to participate in a field trip, parent(s)/guardian(s) will be required to meet with the administration. The administration will make these determinations.

- b. All participants must have their parents/guardians sign a release form absolving the Dover-Sherborn school system and the chaperones of any responsibility for any accidents, losses, etc., which may occur during the trip. Students 18 years of age or older will also be required to sign such forms.
- c. Cigarettes, alcohol or other drugs will not be permitted under any circumstances.
- d. All school rules will be strictly enforced.
- e. On the bus, all school and bus company rules must be observed.
- f. Chaperones shall be extended every courtesy and must be informed of the general whereabouts of each student at all times.
- g. Students must arrange for their own transportation between the high school and their home.
- h. Students are expected to meet all departure times promptly.
- i. No student permission will be granted by telephone.
- j. Students who do not attend the field trip will be given alternative academic activities in lieu of attending the field trip.

#### Cheating/Plagiarism Policy

All examinations and written assignments submitted by Dover-Sherborn students must be their own work, unless designated a collaborative assignment by their teacher. Cheating and plagiarism—the submission by a student of the words or ideas of another person as if they were his/her own—are serious academic offenses.

Electronic devices may not be brought into testing rooms. Teachers/proctors are authorized to collect devices during assessments unless the teacher, or a student's 504 or IEP allows the use of such a device.

Some faculty at the school regularly uses the turnitin.com plagiarism detection service to ensure academic integrity. The service allows teachers to compare student work to a database of millions of documents (an authenticity report is generated for each submitted piece of work).

If a student is found to be cheating in more than one course during an academic year, the administration reserves the right to impose additional sanctions including detention or possible suspension depending on the circumstances.

Cheating or plagiarism occurs when a student:

- submits another student's paper as his/her own.
- copies sections of another student's paper or exam into his/her own page
- quotes another's words without properly citing the author's work
- does not quote an author's work which is subsequently passed off as one's own
- improperly downloads another person's paper, research or parts of a paper from the Internet and passes it off as one's own
- borrows or steals another student's work and submits it as his/her own

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- copies source material without proper citation (examples: without reference to author and page)
- summarizes source material without specific reference to original source.

Other examples of cheating or plagiarism include:

- using ideas or information written or non-written; including such things as conversations, musical compositions, computer programs, web pages, spread sheets, drawings, photographs, digital images, lab reports and charts and homework of any kind and passing them off as one's own
- attempting to pass off a paper written for one course that was previously written for another
- paraphrasing of any kind, including changing or rewriting an author's words
- quoting portions of an author's work and then using more of that author's work as if it were one's own
- copying someone else's work, including homework, and passing it off as one's own
- making up sources or including sources in one's bibliography which were not used.

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Homework: A student is cheating when he/she attempts to copy or borrow inappropriately another student's homework or when he/she inappropriately gives information to another student.

Penalty: teacher disposition; parent/guardian notification; possible removal from National Honor Society if applicable.

Quizzes/Test/Midyear Exams/Final Exams: A student is cheating when he/she attempts inappropriately to gain any information from another student or from any unauthorized materials, or when he/she knowingly gives information to another student.

1st offense: Zero grade given for the work; parent/guardian notification; possible removal from National Honor Society if applicable.

2nd offense: Student withdrawn from the course with a grade of 'F'; parent/guardian notification; possible removal from National Honor Society if applicable.

Written Projects/Research Reports/Lab Reports: A student is cheating when he/she uses anyone else's words or ideas without documentation or when he/she inappropriately gives/receives information.

1st offense: Zero grade given for the work; parent/guardian notification; possible removal from National Honor Society if applicable.

2nd offense: Student withdrawn from the course with a grade of 'F'; parent/guardian notification; possible removal from National Honor Society if applicable.

Forging Parent/Guardian Signature

Forging a parent's or guardian's signature is against school policy.

Penalty: teacher or administrator disposition; notification of parent/guardian

**Comment [YUN2]:** My caution for this and all other specific consequences set out in the handbook is that there is no "wiggle room" when we state what the consequence will be. If something is very egregious or very benign, it doesn't give us flexibility. This happens throughout the code of conduct, and I won't point out each place but just think about this when revising the handbook.

## Driving on School Property

Students are required to observe all traffic laws when traveling on school grounds. The speed limit on school property is **10 miles per hour. Pedestrians and school buses have the right of way at all times. Students are not permitted to use the access road between the Middle School and Lindquist Commons. Students should access the student parking lot only from Farm Street. Violations will be dealt with at the discretion of the administration.**

## Student Parking Privileges

Students who park on campus must exercise care, caution, and safety while driving on campus and while entering/exiting the parking lot. Parking privileges may be temporarily suspended or permanently lost due to speeding, driving to endanger, parking without permission or parking in an unassigned area. Most safety violations will result in a loss of parking privileges for a minimum of twenty school days depending upon the severity of the infraction.

Student parking on school grounds is limited to seniors who possess a valid parking permit, a valid driver's license and who have submitted all required information/forms (Internet Acceptable Use Policy, emergency information, etc.) with appropriate signatures affixed. A parking permit may be purchased, subject to availability, by a member of the senior class who holds a valid driver's license for a fee of \$275. (Any senior who has lost parking privileges due to previous driving/parking infractions but who wishes to have parking privileges when eligible must pay the full fee and will receive the permit when eligible. In the event that a lottery is necessary, only students who have paid the fee by the time of the lottery will be eligible for the lottery.) In the event that a student's parking privileges are revoked, the fee will not be refunded either in part or in total. If a student's permit is lost, stolen or needs to be replaced, another may be purchased for a \$10 fee. The student parking area is located in the parking lot adjacent to the Middle School Gymnasium. This lot should be accessed **ONLY** from Farm Street.

*In the event that a lottery is necessary, parking permit fees for those students who did not win the lottery will be returned. If there are available spaces after the seniors have been accommodated a lottery will be held for juniors. Any junior who wins a parking spot in the lottery must adhere to the same rules as seniors with parking privileges. When temporary spaces are available for juniors a daily fee will be assessed and a temporary pass must be obtained in the front office.*

**A student will be permitted to park ONLY in the student lot. A student will NOT be allowed to transfer or loan his or her permit or his or her space to anyone else. Students may not park in non-designated spots such as safety lanes. If a student has a parking pass and arrives on campus to find that there are no available spaces, the student should drive to the teachers' lot, park legally and immediately report this to the Main Office. The student will then be redirected to a legal and safe parking spot.**

Any vehicle without a valid parking permit that is parked on school property and any vehicle with a valid parking permit that is parked on school grounds other than in the student parking lot **will be subject to towing at the owner's expense.** In addition, student drivers who are in violation of the policy will face disciplinary sanctions.

A student who violates the above policy will be subject to disciplinary sanctions, in addition to towing, ranging from detention to [long-term suspension and/or potentially expulsion](#), depending upon the [nature and](#) severity of the offense and instances of recurrence. Additionally, violators will be subject to the loss of current **or future** on-campus parking privileges (see below).

**REMINDER:** No refunds will be issued if parking privileges are revoked/suspended. The permit fee will NOT be pro-rated.

Students should not leave materials in their motor vehicles that they will need during the school day. Please refer to the section entitled *Non-designated Areas* for additional information.

**The Dover-Sherborn Regional School District is not responsible for any damage that may occur to a motor vehicle that a student has brought onto school property. The school department will not be involved in any way with problems of theft or damage to automobiles. These incidents should be reported directly to the Dover Police Department.**

#### Seniors with Parking Privileges

A senior with parking privileges who parks anywhere on campus other than in the student parking lot will be subject to the following sanctions:

**1<sup>st</sup> offense: warning**

**2<sup>nd</sup> offense: towing of vehicle at the owner's expense and loss of parking privileges for 20 school days**

**3<sup>rd</sup> offense: towing of vehicle at the owner's expense; five detentions, and loss of parking privileges for 40 school days**

**4<sup>th</sup> offense: towing of vehicle at the owner's expense; ten detentions, and loss of parking privileges for the remainder of the school year**

*Note: Parking privileges may be revoked for excessive tardiness or for leaving campus without proper authorization. Please refer to the section entitled "Tardiness" and to the section entitled "Leaving Campus" in this handbook.*

**If a student is suspended for drug and alcohol use, that student's parking privilege may be suspended by the administration. If a student is ineligible for parking, the parking privilege suspension may be imposed when the student becomes eligible if eligibility occurs within that school year.**

## Seniors Who Have Lost Parking Privileges

A senior who parks on school property after having had his/her parking privileges revoked either temporarily or for the remainder of the school year will be subject to the following:

**Towing of vehicle at the owner's expense, possible five day suspension from school, revocation of parking privileges for the remainder of the school year (if this has not already been done).**

## Students Ineligible for Parking Privileges

Students who are ineligible for parking privileges (freshmen, sophomores, juniors, seniors who have not purchased parking permits) who park anywhere on campus will be subject to the following sanctions:

**1<sup>st</sup> offense:** warning and a letter to parents/guardians

**2<sup>nd</sup> offense:** possible towing of vehicle at the owner's expense, possible one day suspension from school, and loss of parking privileges through first term of senior year including ineligibility for temporary passes if a junior, and for 40 school days if a senior including ineligibility for temporary passes.

**3<sup>rd</sup> offense:** possible towing of vehicle at the owner's expense, possible three day suspension from school and loss of parking privileges through first semester of senior year including ineligibility for temporary passes if a junior, and for 90 school days if a senior including ineligibility for temporary passes.

**4<sup>th</sup> offense:** possible towing of vehicle at the owner's expense, possible five day suspension from school and ineligibility for parking privileges for the entirety of senior year including ineligibility for temporary passes.

## Non-designated Areas

Non-designated areas are areas of the campus from which students are prohibited unless under a staff member's supervision. All campus parking areas are off limits to students during the school day. Any student found in a car or even in the parking area during the school day will be subject to disciplinary sanctions (unless the student has received prior approval from an administrator to visit his/her motor vehicle for a specific purpose). Thus, students should not leave any materials in their motor vehicles (books, lunches, etc.) that they will need to access during the school day.

Students are also prohibited from loitering in parked cars or in the parking lots before or after the school day.

Some other non-designated areas are:

1. Middle School gym
2. Mudge Auditorium (unless supervised by a classroom teacher or Administrator)
3. The cafeteria during Middle School lunch and/or Middle School activities
4. Non-science areas of the MS
5. HS Gym without supervision
6. Area behind the gym area
7. Area to the west of the main HS building

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- | 8. Wooded areas surrounding or included in school property without proper supervision
- | 9. Fields without proper supervision

Disciplinary sanctions for violations of this section shall include detention for a first offense and possible suspension for repeat offenses.

## Directed Research/Open Campus Release Form

Signing this release form allows my son/daughter who is a member of the Senior Class and in good academic standing **one** of the following options for release from Directed Research. I understand that Open Campus is optional, and I am not required to allow my child the privilege of Open Campus. I acknowledge that if I allow my child to have Open Campus privileges, and my child signs out of school during his/her Directed Research time, she/he will not be supervised by school staff while off campus and release Dover-Sherborn Regional Schools from any liability or claim arising from my child's use of the Open Campus privilege. I understand that my child will be responsible for following the Open Campus rules set forth herein and that this privilege may be revoked by the school administration. A parent/guardian may revoke his or her consent by providing written notice to the Headmaster or Assistant Headmaster that he/she no longer consents to the Open Campus privilege.

Check one box below.

**Unlimited number of Directed Research periods during first and last periods NOT to include second lunch. Students will not be dismissed until AFTER second lunch.**

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**Unlimited number of Directed Research periods first and last INCLUDING a second lunch contiguous to a Period 6 Directed Research.**

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**For seniors in good standing, a combination of**

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**a) leaving campus for a maximum of fifteen Directed Research periods during periods 2 through 5 including contiguous break time and/or contiguous lunch time;**

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**b) an unlimited number of Directed Research periods first and last periods including second lunch contiguous to a sixth period Directed Research.**

**For this option, note the following restrictions on Period 4. Students may apply the privilege to a Period 4 Directed Research period only if**

**➤ it is combined with a Period 3 Directed Research**

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**or**

**➤ it is combined with a contiguous first lunch.**

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Seniors in good standing are defined as those seniors who have submitted the official Parent/Guardian/Student Directed Research/Open Campus Release Forms to the main office with appropriate signatures affixed, having received no fourth quarter term grades (from the previous school year) below C, and having no outstanding incompletes.

Students must remain in good standing to enjoy this privilege for the first and second semester. Seniors not eligible during a term can attain good academic standing by receiving no deficiency notices for the subsequent quarter. Students ineligible due to incompletes may become eligible when the incompletes are made up and reported to the administration by the teacher, provided that the grade(s) are C or better.

Students who have two successive Directed Research periods during periods one and two of a given school day may use both consecutive periods without having to count the second period as one of the fifteen passes. Senior privilege will begin the first full week of school beginning on Tuesday September 2<sup>nd</sup>.

The following restrictions are imposed.

- An eligible senior must sign himself/herself in or out each time he/she arrives or leaves school. If a senior is unaccounted for in writing during a Directed Research, it will be assumed that he/she is using the Open Campus Privilege inappropriately, and the privilege will be revoked. Therefore, seniors who are not in their classroom for Directed Research, and who fail to sign in at the library or fail to sign out for senior privilege, or who are not with a faculty member taking a test or receiving extra help, will lose the Open Campus Privilege in its entirety. If a student is with a teacher, the teacher must inform the administration, confirming the student's whereabouts in writing. Students are reminded that it is their responsibility to sign in at the library and to sign out for senior privilege.
- A senior returning to campus tardy following the exercising of this privilege will be subject to the same consequences as if he/she were tardy to any other class, and that student will also be subject to the loss of this privilege in its entirety, including the privilege of arriving late and/or leaving early during periods one and/or six.
- Students who have two successive Directed Research periods during periods one and two must be on time for period two or use one of their fifteen passes. They will not be permitted to classify this as an unexcused tardy to school.
- Students must not walk through the Middle School to access the student parking lot.
- A student who leaves campus during lunch not contiguous to a Directed Research Period will lose his/her Open Campus Privilege in addition to the other consequences related to leaving campus that are stated in the Student Handbook.

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Consequences for **any** violation of the Open Campus Privilege for infractions including but not limited to failure to sign himself/herself in or out, tardiness or loitering will include **revocation of the entire privilege for that individual.**

A senior will lose the privilege if he/she is suspended from school.

The administration also reserves the authority to revoke the privilege from a student if he/she commits another offense that the administration feels warrants revocation.

Open Campus is a privilege and not a right. The Headmaster or Assistant Headmaster reserves the right to revoke the entire privilege from any student(s).

**The high school administration has been granted the authority by the School Committee to suspend the Open Campus Privilege in its entirety for safety or for other reasons.**

## Leaving Campus

Students are prohibited from leaving campus from the time that they arrive on campus until the end of the school day unless they have been dismissed by the office. Disciplinary sanctions for violations of this section shall include three detentions for a first offense and possible suspension from school for repeat offenses. Additionally, on a second offense, a student with parking privileges will have these privileges suspended for twenty to forty school days.

## Use of Seat Belts

Students are reminded to follow Massachusetts law governing the use of seat belts.

## Longboards/Skateboards and Scooters

Because of safety concerns, longboards/skateboards and scooters are no longer permitted on campus at any time. Failure to comply will result in disciplinary action.

## Cell Phones, Laser Pointers and Other Electronic or Communication Devices

Cell phones, cam phones, pagers, PDA cell phones, walkie talkies, iPODS and other electronic or communication devices are not to be used in any academic classes during regular school days unless use is approved by a faculty member. If it is necessary for a student to use a phone during school hours, the student may use the phone in the main office. The school day is defined as the time between the bell signaling the start of the school day and the bell signaling the end of the school day. Additionally, school meetings, activities, events and trips are defined as extensions of the school day and electronic devices may not be used during these times without the permission of the advisor. The school administration may grant exceptions for the use of these devices based on critical need or appropriate documentation. **Cell phones, cam phones, pagers, PDA cell phones, walkie talkies, iPODS, and other electronic or communication devices that are used inappropriately during the school day will be confiscated and may be picked up after school.** Laser pointers must not be brought to school. iPODS are allowed in directed research periods only if not disruptive to others. Inappropriate use of cell phones, cam phones, pagers, walkie talkies, laser pointers or other such devices in school or at school events will not be tolerated and may result in disciplinary action. Sexting is not tolerated and may result in school disciplinary consequences including possible police involvement. Please see the Harassment Policy on Page 74.

Electronic devices may not be brought into testing rooms. The Department of Elementary and Secondary Education (DESE) may invalidate MCAS scores if students are found to be in possession of such devices during testing. Teachers/proctors are authorized to collect devices during assessments (including midyear and final exams) unless the teacher, or a student's 504 or IEP allows the use of such a device. Penalty: Commensurate with the offense; to be determined by the administration

## Food and Beverages

At lunch time, students must proceed to the cafeteria and all food or beverages other than water must be consumed there. Water in clear containers may be consumed at any time unless the student is in a no food or beverage area. For special occasions or for educational purposes, students may be allowed to consume food/beverages in the classroom at the discretion of the classroom teacher. Students are not allowed to carry or consume food/beverages in the library, gymnasium or computer labs at any time. During the scheduled morning Snack Break and, at teacher discretion and until the end of first period, students may consume food in the building. This privilege will be granted provided that students adhere to the Food/Beverage Policy During Break that was created by the Student Council and approved by the School Committee. This policy states:

Food will be permitted in the building during break and until the end of first period at teacher discretion only if the facilities are kept clean. "Clean" is defined as follows:

In High School Buildings: No indication that food consumption has occurred (No food remnants, bottles, cans or spills left behind)

In Cafeteria: Tables and floors clear, spills cleaned up

Monitors should include: Student council members, class officers, national honor society members, athletic team captains

Sanctions:

1<sup>st</sup> VIOLATION: verbal warning

2<sup>nd</sup> VIOLATION: one day loss of break

3<sup>rd</sup> VIOLATION: one week loss of break

If a violation has occurred, a violation-free period of ten school days will result in a restart of the sanctions. No individual will be disciplined for leaving food, debris or spills unless he or she refuses to comply with a teacher or monitor if asked to clean the area.

## Directed Research Regulations

Directed Research is a time for quiet study, research and reflection. Inappropriate activities such as card playing are not permitted. A student's computer privileges will be suspended for use of Internet access to visit poker or other such inappropriate sites. Students may go to the library during Directed Research if space permits.

In the event that Senior Privilege is granted by the School Committee, seniors with Senior Privilege must account for themselves in writing during each Directed Research period. If not, upon review, if the privilege was used inappropriately, it will be revoked.

## Lockers

Students are assigned lockers for the storing of their books, clothing and personal effects. Students are urged to keep their lockers locked at all times. The school is not responsible for any loss from student lockers. While students are permitted the use of lockers, those lockers are considered the property of the school. Master keys (or locker combinations) for all lockers are retained by the Administration. Students are prohibited from keeping forbidden items, including but not limited to ~~such as~~ alcoholic beverages, illegal drugs, weapons, explosives or fireworks in their lockers. The Administration retains the right to inspect a student's locker at any time that it has reasonable suspicion to believe that any ~~of those~~ forbidden items or any stolen property are being stored in a locker.

## Valuable Items

Students are asked not to bring valuable items such as jewelry, large amounts of money, radios, etc., to school. Each student should be sure that his/her regular locker and gym locker are ALWAYS LOCKED. The Main Office should be notified immediately if your locker is not operating properly. Please report any lost or stolen items to the Main Office and fill out a Personal Property Report.

## Lost and Found

Inquire about missing items in the Main Office.

## Bus Regulations

While riding the school bus, students are not allowed to harass other students, vandalize the bus or smoke on the bus. If these or any other safety infractions occur, the following actions will result (in addition to any sanctions for the underlying misconduct):

- 1st offense: Possible suspension from riding the bus for one week
- 2nd offense: Possible suspension from riding the bus for four weeks
- 3rd offense: Loss of privilege of riding the bus for the balance of the school year.

## Bus Rules and Regulations

- 1. 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.
- 2. Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination is reached.
- ~~1.~~3. Students shall not litter or deface the bus in any manner.
- ~~2.~~4. Students shall not cause any distracting action(s) on the school bus.
- ~~3.~~5. Students shall keep their hands, arms, and heads inside the bus.
- 6. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
- 7. The Emergency Door must be used for emergency only. Students shall not touch safety equipment on the bus.

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8. It is essential that each student cooperate with the bus driver and safety patrol for the safety of all concerned.
9. Students shall be picked up and unloaded only at regularly scheduled stops.
10. Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road. In this manner, the student will have the protection of the flashing lights and will at all times be observed by the driver.
11. No person shall smoke or consume alcoholic beverages or use illegal substances on a school bus.
12. Pets or small animals are not to be transported to or from school on the Dover-Sherborn school buses.

#### Visitors

If a student wishes to have a guest for the day, a visitor's pass should be obtained the day before the visit. Students must get signed permission from each teacher before a visitor's pass may be obtained from an administrator. This pass should be shown to each class teacher for that day. The visit is limited to one day only. Permission for the visit will be granted at the Headmaster's discretion. During the month of June, or the day before a long vacation, requests for visitors' passes will not be honored.

## 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:

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

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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 may:

- Inspection of Records

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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.

#### Non-Custodial Parents, Access Procedures

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 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.

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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/guardian 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/guardian or eligible student.

#### Amendment of Records

The parent/guardian 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.

#### Release of 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 5, 2014.

## 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/guardian 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 9<sup>th</sup> 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 5, 2014.

## 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.

## DISCIPLINE CODE

The Discipline Code is administered within the guidelines set forth by the state and federal laws and regulations with regard to due process for students. The Handbook is distributed at the beginning of every year to every student. It is the expectation of the administration and the school system that parent(s)/guardian(s) and student will read the Handbook. Students and parents/guardians are responsible for raising any questions that they may have regarding this Handbook and its provisions with the school administration. Even if the student does *not* sign the acknowledgement form included with the distribution of this Handbook, such presumption is made.

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

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

### Examples of Prohibited Behaviors

#### Alcohol and Other Drug Policy

The Dover Sherborn Public Schools strive to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity ~~cannot and will not be condoned~~ [is prohibited](#).

A student violates this policy if he/she possesses, uses, delivers, buys or sells alcohol, alcohol/drug paraphernalia or any controlled substance in any place or vehicle under school jurisdiction and/or at any school sponsored activity regardless of location. Student athletes are also subject to the Massachusetts Interscholastic Athletic Association (MIAA) Chemical Health Policy which is listed below.

#### [Chemical Health Policy](#)

In addition to the enforcement of the school policy, the following MIAA penalties will be enforced by the Athletic Department.

**Comment [YUN3]:** You may want to move this section to the end of the Code of Conduct since it doesn't apply to all students.

From the first allowable day of fall practice through the end of the academic year or final athletic competition of the year, whichever is later, a student shall not, regardless of quantity, use or consume, possess, buy/sell or give away any beverages containing alcohol; any tobacco products, marijuana, steroids, or any controlled substance. This policy includes products such as “NA or near beer.” It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

The MINIMUM penalties are:

First violation: When the Headmaster confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Decimals will be truncated, i.e. all fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Headmaster confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the violation occurs. Decimals will be truncated, i.e. all fractional part of an event will be dropped when calculating the 60% of the season.

**No student, who has a current suspension for violating the Chemical Health Policy, will be allowed to join a team after the first day of organized team practice.**

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

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

1 <sup>st</sup> Offense	
# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
2 <sup>nd</sup> Offense	
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12
2 <sup>nd</sup> Offense with Dependency Program	
# of Events / Season	# of Events / Penalty
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

The Dover and Sherborn Police Departments will be notified in all cases of actual possession, sale and distribution of alcohol or other drugs. The Headmaster will turn over all drugs or contraband to the police before the close of the school day.

The Dover Sherborn Public Schools will continue to provide, without penalties, assistance to students who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all students.

#### Sanctions for Violations of the Alcohol and Other Drug Policy

1. Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c.94C including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the school by the high school Headmaster.

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2. The following sanctions will apply to any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of alcohol, or under the influence of alcohol or controlled substances, or who knowingly aids or abets the delinquency of anyone who possesses or is under the influence of alcohol or controlled substances:

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##### 1st offense:

~~1.a.~~ A possible one week suspension from school.

~~2.b.~~ The parents or guardian of the student will be required to attend a meeting with the Headmaster to discuss the offense and consequences. They will also receive written notification of the school's policy for second offenses of the Alcohol and Drug Policy.

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##### 2nd and subsequent offense(s):

A possible two week suspension and the administration may recommend the student's expulsion.

**If a student is suspended for drug and alcohol use, that student's parking privilege may be suspended by the administration. If a student is ineligible for parking, the parking privilege suspension may be imposed when the student becomes eligible if eligibility occurs within that school year.**

The student will be given referral sources for an alcohol and other drug screening/assessment with appropriate follow-up. ~~As with all medical treatment, the~~The school is not responsible for providing or paying for such assessments or treatment related to drugs and/or alcohol.

#### Selling and Distributing

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

#### Use of a Breathalyzer

The administration intends to administer breathalyzer tests to students (and their guests) who attend certain school-sponsored events. The administration reserves the right to decide at which school-sponsored events the breathalyzer test will be administered. The administration will also administer a breathalyzer test during the school day to any student who is suspected to be under the influence of alcohol or who is suspected to have consumed alcohol.

#### Part I: School Sponsored Events

- The administration will determine at which school-sponsored events the Breathalyzer test procedures will be used. These events will include, but are not limited to, proms, dances (including the Senior Dinner Dance), concerts, overnight activities, athletic events, etc.
- The administration will determine the manner by which students will be tested: entire group or random selection. The administrator or trained designee present at such events has the authority to test and retest any individual suspected of being under the influence of alcohol even if the student has a negative test on entering the event.
- Students attending these school-sponsored events may be required to take a breathalyzer test administered by a trained member of the staff prior to entering the event.
  - 1-a) Any student who tests positive (any reading above 0.00) will be given a second test after a waiting period of five (5) minutes;
  - 2-b) If this test is also positive, the student will be denied entrance to the event, detained by school officials until parents/guardians arrive, and be suspended for five (5) school days.
  - 3-c) Students who refuse the test will be denied entrance to the event, detained by school officials until parents/guardians arrive and be suspended for five (5) school days.
  - 4-d) If a student is suspended for drug and alcohol use, that student's parking privilege may be suspended by the administration. If a student is ineligible for parking, the parking privilege suspension may be imposed when the student becomes eligible if eligibility occurs within that school year.
- b)3. A student already in attendance at a school-sponsored event suspected of being under the influence will be tested or retested.

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1-a) If this test is positive, the student will be detained until parents/guardians arrive and will be suspended for five (5) school days.

2-a) If a student who is suspected of using alcohol refuses the test, the student will be detained and sent home with a parent/guardian and will be suspended for five (5) school days.

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## Part II: During the School Day

A trained member of the school staff, in the presence of an administrator, may give any student who is suspected of being under the influence of alcohol (or who is suspected of having consumed alcohol) a breathalyzer test.

a) A student who tests positive (any reading above 0.00) will be given a second test after a waiting period of five (5) minutes.

b) If this test is also positive, school officials will detain the student until parents/guardians arrive; the student will be sent home and be suspended for five (5) school days.

c) A student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol and who refuses the test will be detained until parents/guardians arrive, be sent home and be suspended for five (5) school days.

d) If a student is suspended for drug and alcohol use, that student's parking privilege may be suspended by the administration. If a student is ineligible for parking, the parking privilege suspension may be imposed when the student becomes eligible if eligibility occurs within that school year.

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### PLEASE NOTE:

Affixing the required parent/student signatures signifying that the handbook has been received and read constitutes the parent/guardian and students receipt of notice of this policy and procedure.

In the event that a parent/guardian cannot be contacted to pick up a student or in the event that a parent/guardian refuses to pick up a student if requested to do so, the administration will notify the police department.

## Violation of Another's Civil Rights

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

### Inappropriate Social Contact

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

### Physical Assault

One-sided attack: ~~a possible five (5) to ten (10) day suspension with the possible recommendation for expulsion~~ possible long-term suspension. Assault with a weapon: ~~a possible five (5) to ten (10) day suspension and possible recommendation for expulsion for the assault~~ possible long-term suspension. Additionally, the student will be subject to possible long-term suspension or expulsion by the Headmaster for possession of a “dangerous weapon” pursuant to M.G.L. c. 71, sec. 37H and Student Handbook Page 90. In the case of a physical assault, the Dover Police Department may be contacted, and if the case involves possession or use of a dangerous weapon, a weapons report will be filed pursuant to M.G.L. c. 71, sec. 37L.

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

### Fighting

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

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

Any student involved in a fight who fails to cease or desist at the request or intervention by a staff member will be suspended for five (5) to ten (10) days (administrative decision).

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

### Provoking a Fight

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

## Conduct Outside of School

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

## Policy

### Description Of Policy

**Comment [YUN4]:** You may want to move this to a separate section after Code of Conduct.

#### 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, gender identity, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability.<sup>1</sup> 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, gender identity, race, religion, national origin, age, sexual orientation or disability, that creates an intimidating, hostile or offensive educational or work environment and/ or that unreasonably interferes with another individual's education or work performance.

#### Violative Conduct

It is a violation of this policy for any teacher, student, 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.

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

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:

- 1. 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
- 2. 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

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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:

- a. unwelcome sexual advances – whether they involve physical touching or not
- b. 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
- c. displaying sexually suggestive objects, pictures, cartoons
- d. unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- e. inquiries into one’s sexual experiences
- f. discussion of one’s sexual activities

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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.

### **Complaint Procedures**

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

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

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

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

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

All complaints will be taken seriously. While rights of all individuals will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility of any recurrence of the behavior. It is unlawful to retaliate against a person for filing a complaint of sexual harassment or for cooperating in an

investigation of a complaint for sexual harassment. Retaliation against a complainant or witness will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

Reporting Locations:

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

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

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

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

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

**Investigative Procedures**

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

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

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

Whenever possible, the Headmaster shall complete the investigation and report within twenty (20) school days after the complaint has been filed indicating whether the

allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are substantiated, the Headmaster or, in a case against an employee, the Superintendent or Headmaster must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop offensive behavior, counseling or education, possible 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*

## Hazing

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

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

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

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

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

### **CH. 269, S.18 Duty to Report Hazing**

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

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

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

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

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

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

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

## Bullying

### 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.

The Bullying Prevention and Intervention Plan can be found at <http://www.doversherborn.org/index.cfm/cd/FAP/cdid/14216/pid/10575>.

### Definitions essential to the Dover Sherborn Bullying Prevention and Intervention Plan

**Aggressor** is a student or a member of the school staff who engages in bullying, cyber bullying, or retaliation.

**Bullying**, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of the school staff 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, § 370 for the legal definition of cyber bullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 370, 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.

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~~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.~~

#### Class Cutting

Unexcused absence from a class, the library, or the computer center will mean:

1st offense: two hours of office detention, parent/guardian notification, and zeros given for any work due or completed on the day of the cut.

2nd offense: five hours of office detention, parent conference, and zeros given for any work due or completed on the day of the cut.

3rd offense: notification of possible removal from course and denial of credit; possible suspension and zeros given for any work due or completed on the day of the cut.

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

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

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

*Student athletes are also subject to MIAA sanctions for this offense. See below.*

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

*Student athletes are also subject to MIAA sanctions for this offense. See below.*

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

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

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

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

*Student athletes are subject to MIAA sanctions for possession and/or use of tobacco products. See the MIAA Chemical Health Policy listed above. 82*

Further offenses: Confiscation of materials, parent/guardian notification, possible two day suspension and parent/guardian conference.

*Student athletes are subject to MIAA sanctions for possession of tobacco products. See the MIAA Chemical Health Policy listed above.*

*\*commensurate with the policy of the Dover and Sherborn Boards of Health*

#### Good Citizen Rule

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility.

#### **MIAA Chemical Health Policy**

From the first allowable day of fall practice through the end of the academic year or final athletic competition of the year, whichever is later, a student shall not, regardless of quantity, use or consume, possess, buy/sell or give away any beverages containing alcohol; any tobacco products, marijuana, steroids, or any controlled substance. This policy includes products such as “NA or near beer” and electronic cigarettes. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

In addition to the enforcement of the school policy, the following MIAA penalties will be enforced by the Athletic Department.

The MINIMUM penalties are:

First violation: When the Headmaster confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Decimals will be truncated, i.e. all fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Headmaster confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the violation occurs. Decimals will be truncated, i.e. all fractional part of an event will be dropped when calculating the 60% of the season.

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

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student’s next season of

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actual participation, which may affect the eligibility status of the student during the next academic year.

1 <sup>st</sup> Offense	
# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
2 <sup>nd</sup> Offense	
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12
2 <sup>nd</sup> Offense with Dependency Program	
# of Events / Season	# of Events / Penalty
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

#### Theft

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

#### Vandalism

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

## Graffiti

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

## Painting the Rock

It has been a long-standing tradition for the members of the senior class to paint "the rock" in the teacher parking lot. It is imperative that any group interested in organizing a rock-painting initiative contact the headmaster or assistant headmaster to review the protocol. Failure to do so may result in disciplinary action.

## Trespassing

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

## Climbing

For safety reasons, students are prohibited from climbing the face of a building, onto the roof of a building, on trees without school-employed adult supervision, or on any other such object. Penalty assessed may range from a warning to possible suspension and possible expulsion depending upon the severity or the pattern of behavior.

## Snowball Throwing

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

## Partial Listing of Disciplinary Offenses/Behaviors and Sanctions

The following chart lists various common disciplinary offenses and the sanctions that may be imposed in response to those offenses. This is not meant to be an all-inclusive listing of those offenses for which disciplinary sanctions are appropriate. The Administration reserves the right to impose disciplinary sanctions for other offenses/behaviors that are not listed in this handbook but that are disruptive of the school environment and/or that infringe upon the rights of others. The Administration shall impose such penalties for such offenses/behaviors as it deems appropriate. Consequences are not automatic and administrators use their discretion in determining what

consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions.

*1. indicates first offense 2. indicates second offense 3. indicates third offense*

BEHAVIOR/ACTION	SCHOOL RESPONSE/CONSEQUENCE
Alcohol, Other Drug Policy	Please see page 67
Breathalyzer	Please see page 71
Bullying	Please see page 81
Cafeteria Misbehavior Such as but not limited to the following: Consuming food in unauthorized areas Food fights Failure to clean up after oneself	Cafeteria cleanup duty (time determined by the severity of the case) Cafeteria cleanup duty and one detention Cafeteria clean up duty, two detentions, and possible suspension depending on circumstances
Cheating, plagiarism	Please see page 51
Cursing, foul language Comments directed towards another student and/or a staff member	<u>2-1</u> Two office detentions; possible suspension; parent/guardian notification <u>3-2</u> One-day possible suspension; parent/guardian conference. If action results in disruption to the educational process, up to a five-day possible suspension or expulsion may result
Cursing overheard/not directed toward a person	Warning; parent/guardian notification, consequences dependent upon severity One office detention; parent/guardian notification Two office detentions; parent/guardian notification
Cutting class Unexcused absence from a class, the library, the computer lab, or directed research	1. Two office detentions, parent/guardian notification, and zeros given for any work due or completed on the day of the cut 2. Five office detentions, parent/guardian notification, and zeros given for any work due or completed on the day of the cut 3. Possible removal from course and denial of credit; possible suspension; parent/guardian conference
Cutting detention Applies to both teacher-assigned and office detentions	Two office detentions assigned for every failure to report and parent/guardian notification. Five failures to report may result in possible suspension and/or possible loss of privilege to participate in all extracurricular activities until all detentions have been served; parent/guardian conference required.

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Disruptive Behavior Applies to situations when a student is sent to the office from a class, the library, the computer lab or a directed research for disruptive behavior	<ol style="list-style-type: none"> <li>1. Two office detentions; parent/guardian notification</li> <li>2. Five office detentions and parent/guardian notification</li> <li>3. One-day possible suspension; parent/guardian conference; possible removal from class and denial of credit</li> </ol>
Insubordination or insolence Such as but not limited to the following: Failure to follow a reasonable request by a staff member Boldly disrespectful in speech or behavior Verbal assault An act of insubordination that places others at serious risk	Consequence is dependent upon severity and may vary from two office detentions and parent/guardian notification up to a five-day possible suspension and possible recommendation for expulsion depending on the circumstances.
Parking/Driving	Please see page 53
Excessive tardiness	Please see page 47
Fighting	Please see page 73
Physical assault	Please see page 73
Physical intimidation The act of physically intimidating another by invading personal space and/or backing someone against a wall	Up to a five-day possible suspension or possible <del>recommendation for expulsion</del> <a href="#">long-term suspension</a> depending upon the severity of the case or repetitive nature of the case; parent/guardian conference
Possession of a weapon	Please see page 90
Possession of tobacco and/or tobacco related products	Please see page 82
Provoking a fight	Please see page 73
Theft	Please see page 84
Vandalism	Please see page 84
Verbal threat of violence against the life of another	Possible suspension, <del>possible recommendation for expulsion</del> depending upon the circumstances
Violating the Digital Citizenship and Acceptable Internet Use Policy	Please see page 32

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

## Disciplinary Sanctions

### Teacher Detention

Teacher detention takes priority over extracurricular activities, jobs, Work-Study and all other personal plans. Office detention and required extra-help session take priority over teacher detention. Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. Teacher detention will be held from **2:30 to 3:15 p.m.** If a student

fails to attend an assigned teacher detention, the teacher will send a referral to the Main Office and the student will be assigned two office detentions.

#### Office Detention

Office detention is held from 2:30-3:15 p.m. Monday through Thursday in Room 122. This is a time for silent study or silent reading. Students are expected to comport themselves appropriately. Activities such as card playing will not be tolerated. Office detention takes priority over extracurricular activities, jobs, work-study, teacher detention and all other personal plans. However, extra-help requested in writing to the main office by a student's subject teacher(s) will satisfy a student's office detention obligation (subject teachers will hold the student until 3:15 p.m. or return with the student to office detention if extra-help is completed before 3:15 p.m.). Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. If a student fails to attend an assigned office detention, he or she will be assigned two replacement office detentions for each one missed. Five failures to report to office detention may result in possible suspension and/or possible loss of privilege to participate in all extracurricular activities until all detentions have been served; parent/guardian conference required. If a student is referred to the office for inappropriate behavior during office detention, that student will be subject to possible suspension at the discretion of the headmaster.

#### Suspension from School

A student who is suspended from school may not attend school for any school-sponsored function or represent Dover-Sherborn High School in any extra-curricular or co-curricular activities.

Before a student is temporarily suspended from Dover-Sherborn High School for ten days or less, the student has the constitutional right to receive:

- a) Oral or written notice of the charges against him/her
- b) An explanation of the evidence against him/her
- e) The opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator).

All notices regarding suspensions will be sent home in writing to the student and parent and will meet the standards set forth by applicable laws. M.G.L. c. 71, sec. 37H, 37H1/2 and 37H3/4.

Parents/guardians shall be afforded an opportunity to attend the information hearing prior to a short term suspension taking effect. Notice of the suspension and the hearing must occur before the student may be asked to leave school except where emergency removal is necessary. In this case, the informal hearing may be delayed, but must be held within two days of the emergency removal. Students will be told the length of the suspension when it is initiated, which will be followed with a written notice.

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~~For each day's suspension, all work that is missed must be made up. The student will be readmitted only after a parental conference with the Headmaster or Assistant Headmaster. The following are examples of action that may result in suspension from school (and police action where appropriate): possession/use of alcoholic beverages/drugs, class cuts (three or more), fighting, use/possession of firecrackers, misuse of fire extinguishers, leaving school grounds without authorization, willful damage to school property, stealing, violation/abuse of Computer or Internet Use policies, smoking, possession of tobacco, truancy, vandalism, harassment, sexual harassment, insubordination and use or possession of weapons. The above is only a partial listing of the offenses for which suspension might be imposed. The Administration reserves the right to impose suspension for such other reasons as it deems appropriate. Length of suspension will be determined by the administration.~~

~~The suspension may be followed by a period of social probation at the discretion of the administration. Student athletes should refer to the section entitled *MIAA Chemical Health Policy* if applicable.~~

## DUE PROCESS

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

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

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

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

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

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a

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school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

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

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

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- a) The reason for the suspension
- b) A statement of the effective date and duration of the suspension
- c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

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

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

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide

educational services to the student under the new school or district's education service plan.

### SUSPENSIONS

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

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

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

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

### I. IN-SCHOOL SUSPENSION

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

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a

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meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

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

## II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

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

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the

administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

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

### III. LONG TERM SUSPENSION

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

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

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

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
  - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

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

### **APPEAL TO THE SUPERINTENDENT**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of

up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

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

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

#### **EXCEPTION FOR EMERGENCY REMOVAL**

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

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

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

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;

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- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

### **Continuation of Educational Services**

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended under §37H<sup>3</sup>/<sub>4</sub> for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under DSHS's Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **Services during Removals and School-Wide Education Service Plan**

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

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

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

Social Probation

Students may be placed on Social Probation for infractions dealing with tobacco, alcohol, drugs, vandalism, or for other violations of the Student Handbook. While on “Social Probation” a student will not be allowed to attend, or participate in, any high school sponsored or high school related events, including athletics. Students who participate in athletics may be permitted to practice but will not be allowed to play in games or to attend/participate in any other school-related extracurricular or athletic activities. Furthermore, a student’s driving privileges will be suspended during the probationary period of time. The length of social probation will be determined by the administration.

### **Good Citizen Rule**

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility.

## STATE REGULATIONS

### Statutory Provisions

#### Disturbance of Schools or Assemblies

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

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

#### Weapons, Drugs and Assaults on Staff

M.G.L. c. 71 Sec. 37 H,

(Education Reform Act of 1993)

The standards of discipline for offenses dealing with weapons, drugs and assaults on members of school staff are found at Section 37H of chapter 71 of the Massachusetts General Laws. That Section provides, in relevant part, as follows:

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Headmaster.
- b. Any student who assaults a Headmaster, Assistant Headmaster, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Headmaster.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Headmaster.
- d. After said hearing, a Headmaster may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Headmaster to have violated either paragraph (a) or (b).
- e. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited

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solely to a factual determination of whether the student has violated any provisions of this section.

- ~~Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.~~

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#### Felony Complaint or Conviction of Student M.G.L. c. 71 Sec. 37 H 1/2

Section 37 H 1/2 sets forth a procedure for students charged with felony offenses. This section provides as follows:

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or Headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or Headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

#### Long Term Suspension and Expulsion

As noted above, a student will potentially be subject to long term suspension or expulsion by the Headmaster for the misconduct described in M.G.L. c.71, Sections 37H and 37H 1/2. Conduct violative of those sections will be treated in accordance with the procedures described in those sections.

The Headmaster reserves the right to consider possible suspension of a student for more than ten days for conduct in violation of the Student Handbook. Such reasons would include (1) a particularly egregious violation of the High School's rules or (2) multiple suspendable offenses.

Appeals: Students and parents/guardians will be provided an opportunity to appeal long term disciplinary decisions to the Headmaster (if the disciplinary decision is issued by an Assistant Headmaster) or to the Superintendent (if the disciplinary decision is issued by the Headmaster). Note that the Headmaster shall be considered the Superintendent's designee for any suspension decision made by the Assistant Headmaster. Upon

~~notification of the disciplinary action taken by the school, the student will have five (5) days to request an appointment with the appropriate school official. Suspensions, other than those arising out of M.G.L. c. 71, sec. 37H and 37H1/2, which are greater than 10 consecutive days, or result in more than 10 cumulative days out of school, may be appealed. Specific appeals procedures for disciplinary decisions issued pursuant to M.G.L. c. 71, section 37H and section 37H1/2 are provided in the Massachusetts General Laws and shall be followed.~~

~~Any student who is removed from school for a disciplinary offense for more than 10 consecutive days shall have an opportunity to receive education services and make academic progress during the period of removal through the school wide education service plan.~~

### Discipline of Students With Disabilities

~~A student with a disability who is covered by Section 504 or the IDEA is expected to adhere to the Discipline Code of this handbook, unless the student's IEP or 504 Plan provides for alternative means of discipline. To that end, a student with a disability may be suspended from school or removed from his or her current educational placement for no more than ten (10) consecutive school days or no more than ten (10) cumulative days in a school year where the removals are a result of a pattern of conduct.~~

~~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, including the requirement for the school to hold a Team meeting (under Section 504 and the IDEA) to determine whether or not the conduct at issue is a manifestation of the student's disability. At the manifestation determination meeting the Team is required to:~~

- ~~○ Review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents;~~
- ~~○ Determine whether or not the conduct in question was caused by or had a direct and substantial relationship to the child's disability;~~
- ~~○ Determine whether or not the conduct in question was the direct result of the school's failure to implement the IEP or 504 Plan.~~

~~The behavior is considered a manifestation, if the conduct in question was caused by the student's disability, or was a direct result of the school district's failure to implement his or her 504 plan or IEP.~~

~~If the manifestation determination decision is that the disciplinary behavior was related to the student's disability, then, subject to certain special circumstances (see below) he/she may not be removed from the current educational placement until the Team develops a new 504 plan or IEP and decides upon a new placement and the parent/guardian consents~~

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~~to the new plan and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.~~

~~If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct. A student protected by the IDEA (e.g. a student with an IEP) is entitled to educational services that allow the student to continue to make educational progress. The school district must determine the necessary educational services, manner, and location for providing those services. Students who are protected only by Section 504 may be disciplined without the provision of educational services.~~

~~Teams will also consider the need to conduct a functional behavior assessment, if one had not already been completed, as well as creating or revising a behavior intervention plan to address the behaviors in question.~~

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

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

#### Special Circumstances

~~In accordance with the IDEA, a student who 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, may be placed in an interim alternative educational setting for up to forty five (45) school days regardless of whether or not the conduct was a manifestation of the disability. 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. The school administration may consider placing a student in an interim alternative educational setting in cases where the student is protected under Section 504 only.~~

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational

services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/ guardian(s) consent(s) to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

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

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

## CO-CURRICULAR/EXTRACURRICULAR PARTICIPATION

Co-curricular and extracurricular activities are considered a vital part of student life. The high school sponsors a variety of teams, clubs, and organizations. Participation in extracurricular activities will enhance the quality and enjoyment of school life.

*The Dover Sherborn Regional School Committee has established the following schedule of fees for the 2014-2015 academic year:*

Parking fee for eligible students.....\$275 per space

Student activity fee for non-athletic extracurricular activities.....\$45  
Athletic fee for 2014-2015.....\$275 per sport per season with a \$1375 family cap

*For payment instructions, please see the school web site.*

It is important to note that the fees collected from each sport or club are not used to fund that particular activity. Instead, the revenue generated is used to fund the regional school budget. If you have any questions, please call the high school office.

To be academically eligible a student must have passed 30 credits of work and have failed no more than one course in the preceding term. Academic eligibility for second, third and fourth quarters is determined at the end of first, second and third quarters respectively when reports are available. Eligibility for first quarter is determined by a student's final grades from the previous school year. All students entering grade 9 from a Junior High School/Middle School are eligible at the start of the school year.

***An incomplete mark must be made up and the grade officially recorded in the Guidance Office within one week unless other arrangements have been made with the headmaster.***

***It is important to note that when a student is absent due to injury or illness, he/she will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m. and stay until the close of the school day. If a student has been absent on Friday due to illness, he/she cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor, Headmaster, or Assistant Headmaster.***

#### National Honor Society

The National Honor Society recognizes, maintains, and encourages high standards of scholarship, service, leadership, and character in the students of Dover-Sherborn High School. The students who are admitted to the NHS exemplify these four qualities in all aspects of their high school careers, both academic and extracurricular.

Juniors and Seniors who have earned a GPA of 3.8 or higher and have completed the appropriate number of semesters to be considered for admission must submit an application. The five members of the Faculty Council will review the applications and recommend qualified students for induction. The two faculty advisors will then notify recommended students and their parents/guardians by letter. At a meeting held prior to induction, students will be informed of the responsibilities, rules and bylaws of the Dover Sherborn Chapter of the National Honor Society. Each nominated student will then decide if he/she wants to go forward and become a member. A student officially becomes a member at the induction ceremony.

#### World Language Honor Society

The World Language Department members at Dover-Sherborn High School recognize exemplary language students (Chinese, French, Latin and Spanish) by inviting them to become members of a Foreign Language Honor Society. In order for a student to be eligible for membership in the Foreign Language Honor Society, he/she must meet the following criteria within one language:

- The student must have completed three years of the language at the high school level.
- The student must demonstrate sincere interest in the study of languages by current enrollment in the world language course recommended by the junior year teacher.
- The student must have maintained a final average of A- or better in the World Language for all years of study, or received a 5 on the AP exam. Students who do not meet the criteria can request that their case be reviewed by the members of the World Language Department.

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### Student Government

The purposes of student government are to fairly represent all students, to suggest changes that will benefit the entire school community, to provide services and activities for the school population and the community at large, and to serve as the voice of the student body in the community and school. Student government must be fair, responsive to the needs of all students, flexible, and independent. Above all, student government must foster interest in the affairs of school and community by being involved in them.

### Student Council

Being elected as a member of the DS Student Council is an important role, one that demands a high level of commitment from elected council members. Student Council is an important communication conduit to the school administration and plays a large role in creating a positive culture in the school environment. Student Council leadership and action is critical to the success for student activities and student feedback. As a result, the administration and advisors are implementing a new set of standards and expectations for members of this council.

Meetings:

- 1. There will be one scheduled full council meeting per month. This meeting will either be held prior to school (7:00-7:40) or after school has dismissed (2:20-3:00). Additional meetings may be scheduled as necessary. A meeting schedule will be developed prior to the start of the 2014-2015 school year.
- 2. Executive Board members will also be responsible for planning and attending (at least) one monthly meeting with their advisors to discuss upcoming events, progress on current events and report any issues/concerns. Executive Board members are expected to bring a proposed written agenda to these meetings and to all Student Council Meetings.

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- 3. Executive Board members will also be required to attend a pre-scheduled meeting with the Headmaster/Assistant Headmaster once every other month to report updates on school wide initiatives as well as the reporting of new ideas/concerns/issues. Meetings will take place in September, November, February, April and June. Additional meetings may be called as necessary by the Administration, the Council Advisors or the Executive Board members.

Attendance at such meetings should be prioritized over practices, other meetings and extra help sessions. Since a schedule will be developed in advance, council members should make prior arrangements for extra help in advance of upcoming assessments. Council members who fail to attend at least 90% of the pre-scheduled meetings (except with prior approval from the Advisors) may be removed from their position on the Student Council.

#### Class Officers

Each class elects a president, vice-president, secretary and treasurer to serve as class officers. The officers will run class activities and represent their class as its spokespersons to the administration, the School Committee and the community.

#### Student Advisory Delegate to the School Committee

This position is held by a student representative of the Student Council. This individual serves as a conduit for student concerns to the School Committee.

#### Election Procedure

Normally, elections for class officers and Student Council representatives are held during May or early June. Each student who wishes to run for a class office must secure nomination papers from the class advisor. Fifteen (15) signatures from members of the candidate's class are required to validate the candidacy. Each candidate must show a campaign speech to his/her class advisor the day before the speeches and voting take place. Class officers and Student Council members cannot fail more than one course and must be passing a minimum of 30 credits. If an officer does not meet these requirements, he/she will be placed on probation for one marking quarter before being released from his/her responsibility.

Class Officers 2014-2015

#### Class of 2015

President	Brian Thompson
Vice President	Parsa Shahidi
Secretary	Rachel Frankenfield
Treasurer	Drew Keavany
Student Council Representatives	Brianna Borghi, Danny Moon, Abby O'Reilly and Ola Symanska
Advisors	Carolyn Genatossio, Mike Sweeney

**Class of 2016**

President	Andrew Mallett
Vice President	Mary Kate Charron
Secretary	Natalie Andrews
Treasurer	Siobhan Morse
Student Council Representatives	Catherine Boland, Emme McCabe, Emily Randall and Sam Scatchard
Advisors	Heather Lockrow, Rebecca Waterman

**Class of 2017**

President	Christopher Devine
Vice President	Elizabeth Owen
Secretary	Madeline Shue
Treasurer	Peter Phelan
Student Council Representatives	John Fulton, Sarah Krier, Alexandra Martiros, Fourth position TBD
Advisors	Hannah Potts/Alyssa Wesoly

**Class of 2018**

President	Riley Kelfer
Vice President	Sophia Cutler
Secretary	Kristen Pucci
Treasurer	Charlie Cannon
Student Council Representatives	Kerri Brown, Holden Ferrari, Jason Zavras, Chelsea Zhang
Advisors	Allison Collins, Caryn Cheverie

Student Council Advisors	John Hickey, KC Potts
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## Athletic Program

For additional information on the Athletic Program, please refer to the Policies and Procedures outlined in the *Dover-Sherborn High School Athletic Handbook*.

### Concussion Management

The Schools are committed to ensuring the health and safety of our student-athletes. The Athletic Director of Dover Sherborn High School shall be the person responsible for compliance of these policies and protocols.

#### Definition of a Concussion

A concussion is a type of head injury that changes the way the brain normally works. Concussions are caused by either a direct blow to the head, neck or body or whiplash injury when the head is snapped back and then forward. Concussions involve a rapid onset of short-lived complex disturbance in brain function that resolves spontaneously and may result in long-term neuropathological impairment. Injury occurs when the brain slams into the skull and then “bounces” off the opposite side of the skull. The brain may also rotate inside the skull, causing further damage. A concussion usually does not show structural injury when the brain is imaged. It instead involves damage at the cellular level and causes change in both cellular chemicals and activity that lead to decreased cerebral blood flow.

#### Signs and Symptoms of a Concussion in Sports

Symptoms reported by student-athlete: Headache or “pressure” in head, nausea, balance problems and dizziness, double vision, sensitivity to light, sensitivity to noise, feeling sluggish or slowed down, feeling foggy or groggy, does not “feel right”.

Signs of deteriorating neurological function: A student-athlete should be taken to the emergency room if any of the following signs/symptoms are present: Headache worsens, seizures, can’t focus, looks very drowsy or can’t be awakened, repeated vomiting, slurred speech, can’t recognize people or places, increased confusion or irritability, weakness or numbness in arms or legs, neck pain, unusual behavior, significant irritability, any loss of consciousness greater than 30 seconds.

#### Protocol for Concussion Management

Dover Sherborn Athletic Department requires annual training in the prevention and recognition of a sports-related head injury, including second impact syndrome, and keep documentation of said training on file for the following persons:

- Extracurricular Athletic Activities Supervisors
- Coaches
- Certified Athletic Trainers
- Volunteers
- School Physicians
- School Nurses
- Athletic Directors
- Parent(s)/guardian(s) of a student who participates in an extracurricular athletic activity by way of the parent(s)/guardian(s) signature on Permission and Consent Forms.
- Students who participate in an extracurricular athletic activity by way of the student’s signature on Permission and Consent Forms.

Pre-season baseline imPACT tests are scheduled for all student-athletes on contact sports teams. Student-athletes are tested in their freshmen and junior years.

Dover Sherborn coaches, trainers, and volunteers will be given instruction to teach form, techniques, and skills that minimize sports-related head injury.

Documentation of a student's history of head injuries, including concussions, is collected with pre-season participation forms and kept on file with the school nurse.

Documentation of an annual physical examination of students participating in extracurricular athletic activities consistent with 105 CMR 200.000 is kept in the student's health record which is on file in the school nurse's office.

Student-athletes without preseason participation forms on files will not be able to participate.

#### Evaluation Guidelines

Any time a concussion is suspected during practice or game, the student-athlete will be removed from participation and will not be allowed to participate that same day.

Parents/guardians will be notified of a head injury by the coach and/or athletic trainer so the parent/guardian may take the student to a medical provider for appropriate medical evaluation and treatment. All head injuries and suspected concussions will be reported to the school nurse, and the athletic trainer.

Evaluation and clearance by the family's medical provider will be required.

The student-athlete will not return to play without the note from the medical provider and only after completion of the Return to Play Protocol followed by the Athletic Trainer.

The school nurse and guidance counselors will notify academic teachers of the affected student-athlete and provide guidelines for concussion accommodation plans.

#### Return to Play Protocol

In order to safely return to sport participation, the following progression will be followed with the Athletic Trainer:

- a)1) Student-athletes show no signs of symptoms of a concussion for a minimum of 24 hours including normal eating habits, sleeping habits, school work productivity without pain relief medication.
- b)2) Student-athletes will be retested using the ImPACT software to assure normal neurological function.
- e)3) After successful results at retest, Student-athletes will be ImPACT tested after exertion tests.
- d)4) After successful exertion ImPACT tests are complete, non-contact sport specific exertion ImPACT testing is performed.
- e)5) Student-athletes who have been cleared by a physician, and have successfully completed the ImPACT progression may return to full practice and game participation.
- f)6) Student-athlete's parent/guardian will be notified.

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LEGAL REFS:	M.G.L. c. 111, S222 105 CMR 200.000
FIRST READING:	January 19, 2012
SECOND READING:	February 7, 2012
ADOPTED:	February 7, 2012
SOURCE:	Dover-Sherborn Regional School Committee

### Academically Eligibility

To be academically eligible a student must have passed 30 credits of work and have failed no more than one course in the preceding term. Academic eligibility for second, third and fourth quarters is determined at the end of first, second and third quarters respectively when grade reports are available. Eligibility for first quarter is determined by a student's final grade from the previous school year. All students entering grade 9 from a Junior High School/Middle School are eligible at the start of the school year.

An incomplete mark must be made up and the grade officially recorded in the Guidance Office within one week after issuance of grades at the end of the first three terms. A fourth term or final exam incomplete must be resolved within two weeks of the opening of the following school year.

### Age

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his/her 19<sup>th</sup> birthday occurs on or after September 1<sup>st</sup> of that year. For grade nine competition, a student must be under 16 years of age.

### Duration of Eligibility

A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

It is important to note that when a student is absent due to injury or illness, he/she will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m. and stay until the close of the school day. If a student has been absent on Friday, due to illness, he/she cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor, Headmaster or Assistant Headmaster.

### Good Citizen Rule

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility.

### Sportsmanship and Spectator Behavior

Dover-Sherborn High School expects all parties at a contest to display the highest possible level of sportsmanship. Players, coaches and spectators are to treat teammates, opponents, game officials and visiting spectators with respect

Dover Sherborn High School and the Tri-Valley League (TVL) are committed to the highest ideals of sportsmanship, as well as to establishing a healthy environment for competition. We will not tolerate negative statements or actions towards competitors,

coaches, game officials or fans in attendance at our events. This includes taunting, trash talk, baiting, berating players, coaches or officials or actions which cause ridicule or embarrassment. The TVL has a ZERO TOLERANCE POLICY. We will NOT issue warnings. Offenders will be ejected, and school disciplinary codes are also in effect.

The Principals and Athletic Directors of the Tri-Valley League stand committed to hosting events which support the highest ideals of sportsmanship.

The MIAA reserves the right to “warn, censure, place on probation or suspend for up to one calendar year any player, team, coach, game or school official, or school determined to be acting in a manner contrary to the standards of good sportsmanship.” Dover-Sherborn High School also reserves the right to impose the same penalties on spectators displaying poor sportsmanship at any of our contests, home or away.

#### Varsity Games Missed During School Vacations

No student will be prohibited from trying out for a varsity sport because of family or community service commitments during scheduled school vacations.

The Dover-Sherborn School Community is committed to providing students with a competitive athletic program while encouraging an educational atmosphere that respects family commitments and community responsibilities. While it is not possible to avoid scheduling varsity games during school vacations, every effort will be made to schedule games to maximize the vacation time available for family and community service activities. Coaches should be notified as soon as possible if a student plans to miss games or practices over vacations. If a player misses a game that is scheduled during a school vacation, that player may be benched for up to one game for every game missed, not to exceed two games in total. No additional penalty will be imposed for missed practices under these circumstances.

Forty hours of Community Service is a requirement for graduation and the spring vacation has customarily been utilized for experiences that fulfill this requirement. Therefore, no penalty for games or practices missed during spring break will be imposed on students who have engaged in a Community Service project if verification is provided to the coach.

#### Eligibility

To be academically eligible for athletics, clubs, and drama/musical performances a student must have passed 30 credits of work and have failed no more than one course in the preceding term. Academic eligibility for second, third and fourth quarters is determined at the end of first, second and third quarters respectively when grade reports are available. Eligibility for first quarter is determined by a student’s final grade from the previous school year. All students entering grade 9 from a Junior High School/Middle School are eligible at the start of the school year. An incomplete mark must be made up and the grade officially recorded in the Guidance Office within one week after issuance of grades at the end of the first three terms. A fourth term or final exam incomplete must be resolved within two weeks of the opening of the following school year.

Additionally, for **athletic eligibility**, the following criteria must be met:

No student, who has a current suspension for violating the Chemical Health Policy, will be allowed to join a team after the first day of organized team practice.

Age: A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his/her 19<sup>th</sup> birthday occurs on or after September 1<sup>st</sup> of that year. For grade nine competition, a student must be under 16 years of age.

Duration of Eligibility: A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

It is important to note that when a student is absent due to injury or illness, he/she will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 11:00 a.m. and stay until the close of the school day. If a student has been absent on Friday, due to illness, he/she cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor, Headmaster or Assistant Headmaster.

#### Social Activities

Any organization planning to conduct an all-school dance or activity must arrange for and complete the following items through the organization's faculty advisor.

Building Utilization Form (available in Main Office)

Request for Police Officers (under normal circumstances two).

Advisors should consult with the school nurse when planning school events so that students with allergies may be included appropriately

Suggested Chaperone List (two female and two male faculty members).

In order to provide a well-organized function, all of the above items must be completed and returned to the Main Office two weeks before the scheduled function. Failure to comply will result in the cancellation of the scheduled function.

Sponsoring a Dance. Dances must be scheduled on the master calendar to coordinate with the entire school and community program. Organizations sponsoring dances must coordinate dances with the Student Activities Program Director.

#### Rules for Social Activities Sponsored by Dover-Sherborn (on campus or off site)

- No smoking is permitted in the facility or on the grounds of the facility.
- Students must arrive within 45 minutes of the beginning of a function and will not be admitted after that time without prior permission of the Headmaster.
- If a student leaves the facility or supervised area without permission or enters the parking lot or a car, he/she will not be readmitted to the activity.
- Guests who are not enrolled at Dover-Sherborn must seek prior approval of the Headmaster before attending. It is incumbent on the host to affirm permission.
- All other school rules regarding dress, language, and behavior must be upheld. All incidents involving tobacco, alcohol or other controlled substances will be

103 turned over to the police and will be subject to consequences outlined in this handbook and may be turned over to the police.

- Students may not engage in lewd dancing, including “dagging” or “grinding” at any school function. If, after a verbal warning has been issued, a student continues to engage in this inappropriate behavior, he/she will be asked to leave the event and a parent/guardian will be notified.

Using/possessing alcoholic beverages or drugs are prohibited on school property or at school sponsored events. Any student found in possession of or using alcoholic beverages or drugs will be turned over to the police. The student will also be subject to school policy with regard to drugs/alcohol. At all school-sponsored functions, students are subject to all rules, regulations and policies of Dover-Sherborn High School. [Please refer to M.G.L. c. 71 s.37H and Handbook page 90]

#### Senior Dinner Dance Policy

Possession or use of alcohol/drugs at the Senior Dinner Dance is prohibited. Any senior in violation of this rule will not be allowed to participate in the graduation ceremonies. Anyone who has been refused admittance because of alcohol/drugs will not be allowed to participate in the graduation ceremony. *(Voted by the Dover-Sherborn School Committee, June 7, 1982).*

#### Junior/Senior Prom

Only juniors, seniors, and/or their guests are permitted to attend the Junior/Senior Prom. Students must be in school for the entire time that school is in session on the day of the prom in order to be allowed to attend the prom. Any student with a legitimate excused absence or excused tardy, must receive permission in advance to attend the prom from the headmaster/assistant headmaster. Seniors on senior privilege or senior project must check with the headmaster/assistant headmaster to verify their attendance requirements. The name of each guest not enrolled at DSHS accompanied by the name and emergency telephone number of a parent or guardian of each guest must be submitted to the class advisors. Guests are required to submit a fully executed DS release form to the Main Office prior to attending Prom.

#### Overnight Trips

Ordinarily, Dover-Sherborn High School does not sponsor overnight trips. The exceptions to this policy are the AFS Cultural Exchange, the Band/Chorus trip and the China Exchange Program. Requests for any other overnight trips must be submitted in writing to the headmaster who must seek the approval of the Dover-Sherborn Regional School Committee. Parents/Guardians should be aware that Dover-Sherborn High School does not sponsor overnight ski trips nor trips abroad. If parents/guardians have any questions as the sponsorship of any trip, they are urged to call the high school office at 508-785-1730.

### Working Certificates

Working Certificates may be obtained only after a job has been confirmed in the High School Guidance Department. Students must apply in person.

Parent/Guardian must sign a form for the applicant under sixteen years of age; no certificate can be issued to anyone under fourteen years of age. Verification of a recent physical exam must be provided for a job that is food related.

### Fire Drills

During a fire drill, students are expected to follow the directions of the classroom teacher and move as quietly and quickly as possible out of the building via the prescribed exit route.

During lockdown and other safety drills, students are expected to follow the directions of the classroom teacher or member of the administration.

## WEATHER AND OTHER EMERGENCIES

When it is safe and reasonable to do so, every effort will be made to transport students home safely. When it is not possible to do so, students will be kept at school until such time as the school administration can arrange safe transportation home or to a central location in each town. When possible, every effort will be made to bring students to a central location in the town of their residence. By doing so, we will be locating our youth where they will be near fire, police and emergency services. In most instances, there is a better chance that there would be power, light, heat and food available in the central location.

In Sherborn, the Pine Hill School and in Dover, the Chickering School will be the buildings used for these purposes. Students will be allowed to use whatever telephones are available to call home from Pine Hill and Chickering Schools. Attendance will be taken at the central locations so parents/guardians may call to check on where their children are.

Parents/Guardians may pick up students from their regular school or from the central location, or arrange to have a neighbor do so, or the school staff will make the arrangements.

### No-School Announcements

Schools will be closed when extreme weather conditions exist in our towns. The school system depends on the weather forecast that is available in the early morning hours as well as the condition of roads and the ability of the bus contractors to pick up and deliver the children safely to the schools.

The safety of the children is of prime importance. While the Superintendent must make a decision in the early morning hours, parents/guardians can help by exercising their own best judgment about conditions at the time when their children must leave home to board the buses for school.

The option of starting school one hour later than usual will continue to be used. If the Superintendent of Schools decides to start school one hour later, students may expect to be picked up at their regular bus stops one hour later than the usual pick-up time.

Occasionally, unpredicted changes in the weather necessitate that schools be closed earlier than the regular closing time. Parents/Guardians can prepare children for this rare eventuality by making sure that they have an alternate place to go should they arrive home and find that no one is home.

The Dover Sherborn Public Schools utilize the Connect-Ed notification system to inform all parents/guardians of school cancellation, delay, and early dismissal, when applicable. Parents/Guardians receive both phone and email notification based on the most current contact information provided to the schools.

Radio/TV stations which will carry Dover-Sherborn's announcements:  
WBZ/Channel 4, WCVB TV/Channel 5, WRKO/Channel 7, WFXT/FOX, WBUR  
(website only)

The "No School" whistle will be blown locally in Dover at 6:30 a.m., 7:00 a.m., and 7:30 a.m. Please do not call the Dover or Sherborn Police Station for "no school" information.



The Public Schools of Dover and Sherborn  
157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax :508-785-2239  
URL: [www.doversherborn.org](http://www.doversherborn.org)  
Mr. Steven B. Bliss, Superintendent  
Dr. Karen L. LeDuc, Assistant Superintendent  
Ms. Christine Tague, Business Manager  
Ms. Therese Green, Director of Special Education

Dover- Sherborn  
Middle School  
155 Farm Street  
Dover, MA 02030  
Phone: 508-785-0635  
Fax: 508-785-0796

Mr. Scott Kellett  
Headmaster

Mr. Brian Meringer  
Asst. Headmaster

Ms. Jill Arkin  
Special Education  
Team Chair

Ms. Ellen Chagnon  
Guidance Director

Mr. Heath Rollins  
Athletic Director

To: Mr. Steve Bliss, Superintendent  
From: Scott Kellett, MS Headmaster  
RE: Proposed Middle School Handbook Changes for 2015-2016  
Date: May 1, 2015

Attached you will find a list of our proposed changes for the 2015-2016 Middle School Student/Parent Handbook and a complete draft of the proposed handbook.

## **Proposed Changes to the Dover-Sherborn Middle School 2015-16 Student/Parent Handbook**

### **Addition**

Page 24 (Per legal **counsel**)

Protocol for Students Requiring Temporary Home or Hospital Education

The student's physician must complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to the school nurse. Upon receipt of the medical order, the school nurse will review the form to determine eligibility pursuant to 603 CMR 28.08(3). If eligible, the school nurse will work with the guidance counselor regarding the educational implications of the student's medical needs. Tutoring will 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. The student's Special Education Liaison will coordinate delivery of services.

### **Addition**

Page 25 (Per legal **counsel**)

Special Education

Under the Massachusetts law, special education services are available to eligible students aged three through twenty-two. 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. Once the evaluation is completed, the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation and the TEAM will determine whether the child is eligible for special education. No services will be provided without a parent's/guardian's acceptance of the Individual Education Program (I.E.P.).

If you would like further information regarding special education services, please contact the Special Education Director Pre-K-12 at 508-785-0036.

Copies of procedural safeguards can be obtained on the Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

### **Addition**

Page 29

Added to Bus Regulations:

Students will be let off the bus at 7:20 AM to enter the middle school.

## Change

Page 33

### Current verbiage

#### Exchanging Gifts/Invitations in School

We love the way that students celebrate one another in creative ways such as decorating lockers. Lockers may be decorated on the outside only. Students decorating lockers must get permission from the main office and have adult supervision. Exchanging of gifts around the holidays leads to as many hurt feelings as good feelings. Please leave gift exchanging and distribution of invitations outside of school.

### Proposed verbiage

#### Exchanging Gifts/Invitations/Locker Decoration in School

Locker decorating, exchanging gifts of gifts, and distributing invitations, leads to as many hurt feelings as good feelings. Please leave these activities for outside of school.

## Change

Page 34

### Current verbiage

#### Lockers/Locker Decorating

All students have lockers at school. Your hallway locker and Physical Education locker have a combination that only you will know. Do not share that combination with anyone. Be sure to secure items in your lockers and keep them closed and locked.

The lockers at DSMS are school property. The administration has the right to check lockers for damage and for illegal or inappropriate items if they have reasonable suspicion. Keep your locker clean, neat and free of any non-essential items.

Locker Decoration Guidelines: It is a nice thing to honor your friend's birthday by decorating a locker. Here are some guidelines to follow as you do so.

1. Remember that your friend may have multiple friends who want to add to the decorations. Be sure to allow everyone to have an opportunity to participate if they wish. Do not exclude.
2. You need to speak with Mrs. Tehan in the office and sign-up on her clip board. You must have a teacher supervising you. No locker decorations can be done after school on Tuesdays or Fridays since teachers are not available.
3. Decorate only the outside of the locker.
4. No candy or food may be included in the decorations.
5. Please use scotch tape only. No duct tape or double sided tape should be used.
6. When your decorations start to fall off or get ripped, please remove them.

### Proposed verbiage

#### Lockers

All students have lockers at school. Your hallway locker and Physical Education locker have a combination that only you will know. Do not share that combination with anyone. Be sure to secure items in your lockers and keep them closed and locked.

The lockers at DSMS are school property. The administration has the right to check lockers for damage and for illegal or inappropriate items if they have reasonable suspicion. Keep your locker clean, neat and free of any non-essential items.

**Change**

Pages 40-58:

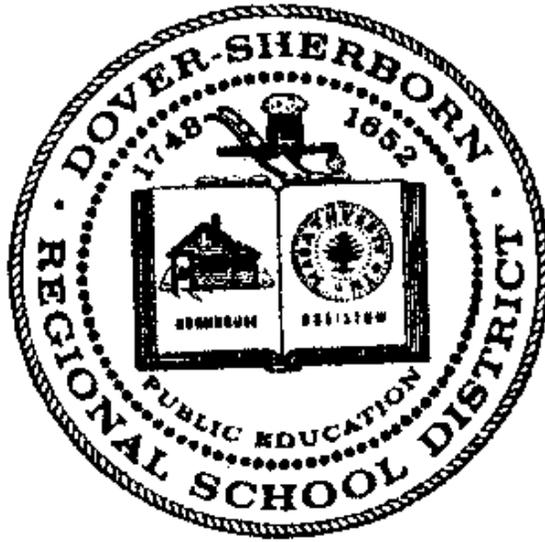
Discipline Code: These changes are in red in the Draft Handbook and are consistent with advice of legal counsel.

**Change**

Pages 63-64:

“What If Questions”

These questions/answers were modified with input from our Student Council and current 6<sup>th</sup> grade students.



# STUDENT HANDBOOK

## 2015-2016

Dover-Sherborn Middle School

Middle School Main Number: 508-785-8149

Guidance – Ext. 7126

Health Office – Ext. 7102

<http://www.doversherborn.org>

### NOTICE

The electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments.

## **REQUEST FOR TRANSLATION**

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

The Dover Sherborn Public Schools do not discriminate on the basis of race, color, sex,/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn, y Dover-Sherborn quisiera recibir una copia de este documento u otros documentos de la escuela traducido a su idioma nativo, puede contactar la oficina de la Asistente del Superintendente de Escuelas: 157 Farm Street, Dover, MA 02030.

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

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**LETTER FROM HEADMASTER**



Scott Kellett  
Headmaster

Brian Meringer  
Assistant Headmaster

Dover-Sherborn Middle School  
155 Farm Street  
Dover, Massachusetts 02030

Dear Parent, Guardian and Student:

This Handbook contains school guidelines, rules, and information. Kindly note that the electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments. Please read it carefully because many changes have been made. If you have any questions, contact an administrator or guidance counselor.

Please be certain to affix signatures in all appropriate places on any forms that you receive and return these to your A-Block teacher by September 4<sup>th</sup>.

Kindly note the fee schedule and return the Student Activity Fee Form with the appropriate amount by September 18<sup>th</sup> and all other fees and forms by the dates listed on those forms.

Thank you for your cooperation. I wish you a successful school year.

Sincerely yours,

Scott J. Kellett  
Headmaster

# MISSION STATEMENTS

## Dover Sherborn Public Schools' Mission Statement

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

## Dover-Sherborn Middle School's Mission Statement

The mission of the Dover-Sherborn Middle School is to meet the needs of all students through a nurturing and challenging learning environment where students, parents, and teachers embrace our core values to ensure excellence and success now and in the future.

## Dover-Sherborn Middle School's Core Values

$$E = r^3$$

Excellence = responsibility, respect, results

- **Responsibility:** do your work, be prepared; be honest; be in control of your actions; take care of your belongings; be a role model
- **Respect:** be kind to others; be prepared to help others; understand the differences between you and other people, and accept those differences; respect the property of others and the school building; behave properly at all times
- **Results:** pursue challenges in learning; set goals; always put your best effort into your work; seek new friendships; perform acts of kindness; become more self-confident; ensure student success; make a positive difference

# SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING

## Expectations.....Academic and Social

The expectations of students at Dover-Sherborn Middle School are high. The faculty will let you know how well you are doing in living up to the expectations listed below. You will hear positive comments about your behavior, your work in class, and about how you treat others. Those students who have difficulty meeting the expectations of the school will also hear from the faculty and staff. The teachers will help you with making improvements. If you do make a mistake, try to make it only once and learn from it.

Students at DSMS are expected to:

- Arrive to school on time each day
- Come prepared with pens, pencils, paper, homework, etc.
- Be on time (7:40 A.M.); listen to morning announcements
- Always do your own work
- Participate in all your classes
- Complete your homework each night
- Have all projects and reading done on time

...and to:

- Be respectful to all other persons in the school
- Seek adult assistance when a problem occurs
- Take responsibility for your behavior and your work
- Set goals for yourself in behavior and studies
- Seek the best results in attaining all those goals
- Follow all DSMS rules from this handbook

## **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, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

### **Corporal Punishment**

Corporal punishment in public school is illegal in Massachusetts. School staff may not hit, spank or physically punish students. School staff members may, however, use reasonable force if necessary to protect students, other persons or themselves from a physical assault by a student.

### **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.

- English Language Learner (ELL) students are assigned to classes in which the classroom teacher has some category training.
- ELL students receive services from an ESL teacher for as many periods as possible, depending on one's proficiency level.
- ELL students participate fully with their English-speaking peers and are provided support in non-academic courses.
- While ELL students have the opportunity to receive support services in a language that the students understands no student has requested such services in recent years.

- ELL students are taught the same curriculum as the general population and are held to the same academic, civic, and social expectations.
- The district uses grade appropriate content objectives for ELL students based on district curricula in English language arts, history and social studies, mathematics, and science and technology/engineering, taught by qualified teachers. Both the middle and high school are reported as 100% highly qualified as per NCLB credentialing guidelines.
- Translators and translation services are readily available to all ELL students and their families.

### **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:  
Assistant Superintendent of Schools  
157 Farm Street, Dover  
The phone number is 508.785.0036**

**The Equity Coordinators are:**

**Dover-Sherborn High School  
9 Junction Street, Dover  
Telephone: 508.785.1730**

**Dover Sherborn Middle School  
155 Farm Street, Dover  
Telephone: 508.785.0635**

**Chickering Elementary School  
29 Cross Street, Dover  
Telephone: 508.785.0480**

**Pine Hill Elementary School  
10 Pine Hill Lane, Sherborn  
Telephone: 508.655.0630**

### **McKinney-Vento Homeless Education**

#### **NOTICE: 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 508-785-0036.

### **Pregnant Students**

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

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

## **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, gender identity, 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 Elementary and Secondary Education, Program Quality Assurance, 75 Pleasant 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.

## **School Prayer**

Dover-Sherborn Middle School has no policy that denies student or teacher participation in constitutionally protected prayer in public schools. Upon notification of such prayer being exercised, the Headmaster will suggest helpful locations.

## **ACADEMIC INFORMATION**

### **Being Excused From Physical Education**

If you have a medical excuse from participation in class you should bring a note to your physical education teacher at the beginning of class. The note should state the reason and be signed by your parent/guardian. If you are not able to participate for three or more classes in a row, a doctor's note must be presented to your PE teacher. Students will still participate in class but be excused from the activity portion related to their injury.

### **Conferences**

Parent teacher conferences will be scheduled electronically for all grades at the end of October and the beginning of November. Additional conferences may be scheduled at any mutually agreed upon time by a team of teachers, an individual teacher, parents/guardian or the Main Office with the expressed purpose of taking a cooperative approach to solve a behavior or academic problem. Teachers may be contacted through both voice mail and email.

### **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 21<sup>st</sup>-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](http://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:
  - i. causes physical or emotional harm to the target or damage to the target's property;
  - ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
  - iii. creates a hostile environment at school for the target;
  - iv. infringes on the rights of the target at school; or
  - v. 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, § 370 for the legal definition of cyberbullying.
- c. Hostile environment, as defined in M.G.L. c. 71, § 370, 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.

## **Eligibility for Extracurricular Activities**

Students must be in good academic standing in all of their classes to attend extra-curricular activities. Receiving extra-help or making-up work takes precedent over an extra-curricular activity.

## **Extra-Help Sessions**

Extra help sessions run from 2:30 to 3:15 p.m. Monday – Thursday. Teachers generally schedule 45 minute sessions two afternoons per week.

## **Grade Reports**

Report cards are issued quarterly. Scholarship, the degree of academic achievement attained, is marked with letters. The comment section may indicate a phrase about your child's effort,

conduct, attitude, etc. for the particular class. Report cards will be accessible via the parent portal. To access the login page of the portal, please go to the DSMS home page and click on “Aspen Family Portal Login” located under “Quick Links”.

## Grading System

Students are graded using the following values per letter grade:

Grade	Numeric Equivalent
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Some Specialty Subjects are graded on a "P" (Pass) and "F" (Fail) marking system. Students who miss significant school due to illness may be graded “M” (medical).

All incompletes must be resolved within one week after issuance of grades at the end of the first three terms. A fourth term or final exam incomplete must be resolved within two weeks of the opening of the following school year. Any exceptions must be approved by the Headmaster.

## Homework Policy

- Homework is assigned regularly.
- Middle school students should plan to receive homework in most subjects, most nights. The average amount of time each student should allot to homework per school night is:  
**6<sup>th</sup> grade = 1.5 hours; 7<sup>th</sup> grade = 2-2.5 hours; 8<sup>th</sup> grade = 2-3.0 hours**
- Long-term assignments, such as projects and reports are in addition to the above guidelines.
- If a student is absent from school for a week or more, due to illness or accident, the appropriate team teachers will coordinate a schedule for all make-up work.
- The student has the responsibility to know the homework each night. The student can copy it into their agenda book (provided by POSITIVE). Teachers will post the homework on the board or somewhere in class and post it to a web site. The student must have a system for securing the assignments each day. A “homework buddy list” (one student from each class) is also a good idea.

## Homework Policy for School Vacations

No homework shall be assigned over winter break, February vacation, and April vacation. Major projects or papers due the week after vacation should not be due within the first two days following the resumption of school.

## Interim Reports

Interim reports for each student enrolled at the middle school can be accessed through the family portal approximately halfway through each term. These reports inform students and their parents/guardians of current standing in classes. An email will be sent informing parents/guardians when the portal will be open. Interim reports will be accessible via the parent portal. To access the login page of the portal, please go to the DSMS home page and click on “Aspen Family Portal Login” located under “Quick Links”.

## Library/Media Center

The Library/Media Center is designed to meet the information needs of the entire Middle School community. It has a wide variety of materials that will help you: complete assignments, find current information, develop a love of reading. You may use the library:

- **Before School:** You may use the library before school from 7:25 until the warning bell.
- **During the School Day:** Your teacher may send you to the library with a pass.
- **H block:** If you have to do research, use a computer, or check out a book, get a pass to the library from your H block teacher.
- **After School:** You may use the library after school by speaking with the librarian on the day you wish to come.
- **From Home, Library Website:** Set your browser homepage <http://www.doversherborn.org/library>. You will have instant access to most of our online library information. Some databases may require passwords from home. See the librarian for specific passwords.

Parents and staff are welcome to use the Library/Media Center at any time.

## Long-Term Assignments

Learning to systematically complete a long-term assignment over a period of weeks or months is an essential learning task. Teachers may not accept late assignments, except in the most urgent and unforeseen circumstances. Parents/guardians are urged to encourage their student to plan ahead and complete these assignments on time. Parents/guardians may provide direction, but should be sure to allow student independence.

## **Make-up Policy: Homework and Quizzes/Tests\***

If you are out of school, you must make up any work you missed as soon as possible. If you are absent for only a day, you will be expected to call a reliable friend for missed assignments. Your friends' telephone numbers are listed in the POSITIVE Directory. Buy one in the fall! You can also access the teachers' web sites through the school web site. **If you are absent for a few days, most likely you will need to attend help sessions and remain after school in order to get this work done.**

If it appears you will be absent for a longer period of time, call the school to arrange to have your work sent home. It really helps if you can keep up with your work while you are ill. It is helpful to your teachers if you allow 24 hours for the Main Office to collect this work. When you return to school, you should arrange with your teachers a time table for the completion of your make-up work. As a general guide the number of days absent will be the number of days a student has to make up work. For absence from school for reasons other than illness, see the section on Non-School Related Absences in this handbook.

\*IEPs and 504 Plans will be followed.

## **Overnight Trips**

Parents and students are advised to be mindful of the rigors and obligations of all courses, and are reminded to carefully weigh the impact on school work of their decisions to participate in overnight or extended field trips.

## **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.

### **Pre-assigned Assessment Event**

Students can expect that advanced notice will be given for the date of a major test. Usually you can expect to have only one major test on any particular day as the teachers coordinate around test dates. Quizzes or short tests are at the discretion of the teacher. **BE PREPARED. STUDY REGULARLY.**

## **Promotional Policy**

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

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

## **Random Review of Student Emails**

The Dover-Sherborn Middle School provides students with email accounts in order to facilitate collaboration and enhance the student educational experience.

Students and their parents/guardians are required to sign an Internet Acceptable Use Policy at the beginning of each year that sets forth the policies related to the proper use of email.

To ensure students use email for appropriate purposes, the Middle School randomly reviews five student email accounts each month. The student email accounts are summarized by the Technology Manager into a text file for review by Administrators.

The review of emails is primarily to determine student use patterns and educate students when that use seems to be straying from appropriate purposes. However, on occasion, the summaries may reveal activity that is in violation of school policies and demand disciplinary action.

## **Summer School for Making up a Failed Course**

Students may attend a summer school approved by the Headmaster for the purpose of making up a failed course

## **Textbooks**

All school textbooks must be covered to protect them. Students are held responsible for all books issued and may be given detention if textbooks are not covered and taken care of properly. A new textbook will not be issued until the lost or damaged book is paid for or replaced.

# STUDENT SERVICES

## Emergency Care

Students and parents/guardians are required to complete the *Emergency Contacts* located on the front of the *Student Registration/Verification Information Form*. Additional names are requested of adults who may be called to take a sick student home if both parents/guardians are unavailable. In emergency situations, parents/guardians are notified; if they cannot be reached, attempts will be made to reach the student's family doctor. The student may be transported by ambulance to the most appropriate hospital.

## Guidance

The Guidance Office is open daily during school hours and students are free to schedule appointments with guidance counselors at their convenience to address questions, discuss concerns, or seek support. In addition, counselors meet with students individually or in small groups to discuss such topics as transitioning to middle or high school, standardized testing, and post-secondary planning.

The school district also employs a school adjustment counselor whose services are accessible through a referral process as part of the array of educational services available to each student in the school district. As with all members of the school counseling team, individualized parent/guardian consent is not necessary to provide services to students. Parents/guardians who do not wish their son or daughter to participate in this service must send a letter to the Director of Guidance so stating.

As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

## Health Information

Students and parents/guardians are required to complete the *Medical Information for the School Nurse*, located on the back of the *Student Registration/Verification Information Form*. Students and parents/guardians should discuss with the nurse any health or other problems which could affect overall school adjustment. Individual Student Health Plans will be agreed upon for emergency or long-term care of any health problems.

The Middle School Health Office is open daily during school hours. A pass, signed by the teacher, is required from any student visiting the Health Office from a class. After a reasonable amount of time for a health assessment, the student will return to class or be dismissed. Students are responsible for any work that may be missed during a visit to the Health Office. If medication is required every day in school, the student is expected to go to the Health Office each day at the appropriate time.

## Medication Policies

**In order to standardize our procedures relative to the dispensing of medication to students in our schools, the following general guidelines represent a brief summary of the Medication Administration Policy of the Dover-Sherborn Public Schools.**

1. Only the Registered Nurse may dispense medications in the school setting.
2. The Medication Order Form must be completed by the Physician and Parent before any medication is administered.
3. All medication must be delivered to the school by the parent/guardian or designated adult.
4. The medication must be in a pharmacy or manufacturer labeled container.
5. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.
6. Self medication may be allowed under *certain circumstances* after the consultation with the school nurse, i.e. Asthma Inhalers and Epinephrine Auto Injectors.
7. For "over-the-counter" medications, i.e., nonprescription medications, the school nurse shall follow the Board of Registration in nursing protocols.
8. For short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order.
9. Medication orders must be renewed at the beginning of each school year.

**The Dover-Sherborn Middle School will *not* delegate or authorize unlicensed personnel to administer any medication, *except in the following circumstances:***

1. For the purpose of administering emergency medication to an individual child, the school nurse may identify individual school personnel or additional categories, who shall be listed on the medication plan and receive training in the administration of emergency medication to a specific child.
2. In the case of field trips and other short-term special school events, the nurse may delegate medication administration to another responsible adult. Written consent from the parent or guardian for the named responsible adult to administer the medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the medication to the child; however, every effort shall be made to obtain a nurse to accompany students at special events.

**Parents/Guardians who are going to be out of town** must complete the *Parent Authorization for Emergency Care* form. This form is available from the school web site and can be found on the Health Office Home Page. This form must be completed when a parent/guardian leaves his or her child in the care of another adult overnight or for an extended period of time. We need all of the contact information including daytime telephone and cell phone numbers of the temporary caregiver. These forms are also available at the Main Office or in the Health Office.

## Physical Examinations

Each child needs to present to the school nurse documentation of a physical examination prior to first school entry and at intervals of every three to four years thereafter. At the Dover-Sherborn Middle School, a written report of a physical examination within the past year is required for each student entering **7<sup>th</sup> grade**.

## Protocol for Students Requiring Temporary Home or Hospital Education

The student's physician must complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to the school nurse. Upon receipt of the medical order, the school nurse will review the form to determine eligibility pursuant to 603 CMR 28.08(3). If eligible, the school nurse will work with the guidance counselor regarding the educational implications of the student's medical needs. Tutoring will 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. The student's Special Education Liaison will coordinate delivery of services.

## Re-Entry Protocol

The partnership between home and school is never more important than at the time of a student's re-entry after an extended absence from school or hospitalization. It is the practice of the Dover Sherborn Public Schools to conduct a re-entry conference any time a student is not present at school for one of the following reasons:

- Hospitalization or evaluation for emotional/psychiatric reasons
- Prolonged absence for medical reasons
- A temporary alternate placement (TAP), i.e. ski school, Olympic training, DYS placement/return
- An out-of-school suspension when a meeting requested by the building Headmaster

The re-entry conference is conducted in an effort to assist the student to make a smooth transition back into school and to share all pertinent information about the student.

The re-entry conference will generally occur 24 hours in advance of the student's anticipated return to his or her classes. Present at the conference will be the student's parent(s)/guardian(s), the student (as appropriate), a member of the administration, the student's school counselor, the school adjustment counselor or school nurse (as appropriate), and the assistant principal (in the event of suspension).

The goals for the re-entry conference:

- Provide a smooth transition back to school
- Provide an opportunity for parents/guardians and/or consultants to supply the school with updated information about the student
- Where necessary, permission forms will be completed for sharing of information
- Short term (2 weeks) expectations will be defined for the student both academically and behaviorally
- A re-entry plan will be established
- Other professionals to be collaborated with will be identified
- A liaison at the school will be designated as the contact for the parents/guardians and outside collaborators

- A date will be set for follow-up with the student and/or parents/guardians, as appropriate either by telephone, email or conference

Please call your child's school counselor to arrange a re-entry meeting as soon as you know the date of your child's return to school. Please understand that a minimum of 24 hours notice is generally needed in order for a meeting date and time to be confirmed.

## Special Education

Under the Massachusetts law, special education services are available to eligible students aged three through twenty-two. 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. Once the evaluation is completed, the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation and the TEAM will determine whether the child is eligible for special education. No services will be provided without a parent's/guardian's acceptance of the Individual Education Program (I.E.P.).

If you would like further information regarding special education services, please contact the Special Education Director Pre-K-12 at 508-785-0036.

Copies of procedural safeguards can be obtained on the Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

## Student Immunizations

Massachusetts Immunization Law states that any student who cannot show documented proof of up-to-date immunizations may be barred from school attendance after fourteen days of entering school. Medical or religious exemption requests should be discussed with the school nurse.

State regulations require that in order to attend school in Massachusetts, all students **entering the 7<sup>th</sup> grade** must submit proof that they are up to date on their immunizations and **physical examinations**.

### **The following immunizations are required for all students entering the 7<sup>th</sup> grade**

- **2** doses on MMR vaccine (or 2 doses of a measles-containing vaccine and 1 dose each of mumps and rubella vaccines);
- **3** doses of hepatitis B vaccine (or 2 doses if adolescent has received the Recombivax HB 2- dose adolescent schedule option)
- **1 or 2** doses of varicella vaccine (1 dose if less than 13 years of age; 2 doses if 13 or older);
- **1** booster dose of Td or Tdap (if it has been more than 5 years since the last dose of DTaP, DTP, or DT was given)

**The following immunizations are recommended for all students entering the 7<sup>th</sup> grade:**

- While not required, 2 doses of MMR (or mumps containing vaccine) are recommended for all students
- While not required, a 2<sup>nd</sup> dose varicella vaccine is now recommended for all children less than 13 years.
- While not required, annual influenza vaccination is recommended for all school age children;
- Meningococcal vaccine is recommended for all 11-12 year olds and required for all students in grades 9-12 who are living at a school.

### **Students with Disabilities**

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing.

## **ATTENDANCE REGULATIONS AND PROCEDURES**

### **Attendance**

Daily attendance is essential to the school's success. As prescribed by law, students should not miss school except for reasons of illness. Parents are responsible for this legal obligation. Vacations during school time should be avoided, regardless of the rationalization for such absence. A parent does not have the legal right to substitute family vacations for school attendance. For those students who miss 10 or more days, a letter will be sent home documenting the absences.

Students attending events or enrolling in programs (i.e. ski school, theater, equestrian event) that take them from school for two weeks or more will be required to withdraw from the Dover-Sherborn Middle School. Students who are returning to the Dover-Sherborn Middle School within the same school year are advised to follow the curriculum to the best of their ability by following curriculum roadmaps and teachers' websites.

### **Being Tardy**

A student is marked tardy if he/she arrives at school after the start of first block (7:40 a.m.). The only excused tardy is one that has been authorized by the administration, for example: illness (accompanied by a doctor's note), religious holiday, doctor's visit or death in the family. **ALL TARDIES SHOULD BE REPORTED BY PARENTS/GUARDIANS TO THE HEALTH OFFICE PRIOR TO 8:30 A.M. After a student has accumulated three (3) unexcused tardies per quarter any unexcused tardy thereafter will result in an office detention. A parent/team conference may be held to collaborate on addressing this issue.**

If you are already in the building and are late to first period, you **will** be assigned an office detention that day.

## **Being Tardy/Absent**

A student who arrives after 11:00 a.m. is considered “tardy-absent” under the state guidelines of attendance.

## **Being Absent**

When a student is absent or tardy, a parent must call the Health office at **785-8149, extension 7102** before 8:30 a.m. to report the REASON for the absence or tardy. If a student is absent for an extended period (more than 5 days), a doctor's note must be given to the school nurse before the student may return to class.

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

If you know that you are going to be absent (for any reason) for more than three consecutive school days, please notify the school guidance counselor, team leader and the nurse. The School may require a Doctor’s note. Arrangements must be made with your teachers about the procedure to be followed to assure that you keep up with your academic studies. You should also expect to have to attend extra help sessions and stay after school upon returning.

## **Being Dismissed Early**

If you are to be excused from school before the regular dismissal time, bring a note to your advisory teacher. Your dismissal time will then be noted on the attendance bulletin. At the time of dismissal, go to your locker if necessary, report to the main office before leaving the building, and, if you return to school, report again to the main office for an admit slip to class.

## **Truancy**

Truancy is unauthorized absence from school. Students are responsible for all work missed as a result of being truant. Any students found guilty of the above offense will receive the following consequences:

First offense: Up to a one-day suspension; parent-student conference

Further offense: Up to a two-day suspension; parent-student conference, potential court referral.

## **Non-Resident 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 at 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 school, 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.

*Voted by Dover, Sherborn and Regional School Committees at a Joint/Union School Committee meeting held on April 29, 1999.*

## **Religious Day Observances**

When students are absent from school for the purpose of religious observance during religious holidays, it is expected that:

- teachers will not conduct special or unique activities that will cause those students to miss out on an important curriculum event;
- teachers will not administer quizzes/tests on that day, teachers will keep homework expectations reasonable and the due date will be extended as needed to allow for religious observances;
- teachers will provide opportunity and time to make up any work missed on that day as defined in the Student Handbook;
- teachers will give extra help and additional support to those who require such attention, and
- teachers will not require projects or long-term assignments due on the day of or the day after a religious holiday.

Student Responsibilities: 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.

## **SCHOOL POLICIES AND PRACTICES**

### **After School Activities and Behavior**

There are many reasons to remain after school. A student might receive extra help from a teacher, or just help a teacher in his/her room. A student may be after school to participate in a club or rehearse for chorus, band, or a drama/musical production. There are other school sponsored events like sports or a variety of intramural activities that you may sign up for. **In each instance the student must be with the supervising teacher.**

If you are not planning to be involved in a teacher supervised activity from 2:15 p.m. until 3:15 p.m., it is expected that you will take the 2:15 p.m. bus home. **If you are found wandering in or outside the building, you will be immediately assigned to office detention.** If you have obtained permission from the librarian you may remain in the library until time for your lesson or parent pick-up.

*(Note: Each student pays a yearly activity fee of \$45 in order to participate in any club or after-school activity. Academic assistance by a teacher after school is not considered an activity)*

## **After School Procedures**

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

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

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

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

## **Back-Packs**

Back-packs will not be allowed to be carried during the school day after the start of first block through the end of the day. Eighth grade students will be allowed to have their back-packs for seventh period.

## **Behavior for Substitute Teacher**

When your regular teacher is absent from your class you are expected to be even more considerate and courteous than normal. Remember that a substitute teacher is giving a service to the school and should be treated as a guest in the school. Students will be expected to follow all school rules. If you know your teacher is absent and the substitute does not arrive to your class within the first few minutes please notify the office.

## **Bus Regulations**

While riding the school bus students must follow the 'Bus Rules and Regulations' listed below. If these or any other safety infractions occur, the following actions will result:

- 1st offense: Up to suspension from riding the bus for one week
- 2nd offense: Up to suspension from riding the bus for four weeks
- 3rd offense: Up to loss of privilege of riding the bus for the balance of the school year.

## **Bus Rules and Regulations**

1. **Students will be let off the bus at 7:20 AM to enter the middle school.**
2. 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.
3. Students shall enter the bus in an orderly fashion, go directly to a seat, and remain

- seated until the destination is reached.
4. Students shall not litter or deface the bus in any manner.
  5. Students shall not cause any distracting action(s) on the school bus.
  6. Students shall keep their hands, arms, and heads inside the bus.
  7. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
  8. The Emergency Door must be used for emergency only. Students shall not touch safety equipment on the bus.
  9. It is essential that each student cooperate with the bus driver for the safety of all concerned.
  9. Students shall be picked up and unloaded only at regularly scheduled stops. (Any bus switches must be approved by the main office. Switches are not allowed on any Early Release Day.)
  10. Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road. In this manner, the student will have the protection of the flashing lights and will at all times be observed by the driver.
  11. No person shall smoke or consume alcoholic beverages or use illegal substances on a school bus.
  12. Pets or small animals are not to be transported to or from school on the Dover-Sherborn school buses.

## **Cafeteria**

The cafeteria is located between the Middle School and the High School. You can get there by going out the door opposite the front door, at the rear of the main lobby. In order for lunch to run smoothly, there are required procedures.

Students are to:

- Move in an orderly fashion through the lunch lines
- Remain seated at your table while eating
- Clean the table top and floor around it
- Do not leave the cafeteria to return to the Middle School during lunch unless you have permission from an adult on duty
- At the end of lunch, wait for an adult to dismiss you table before leaving the cafeteria. Please **DO NOT** bring any food or drinks back to the Middle School.

## **Cell Phones, Laser Pointers and Other Electronic or Communication Devices**

Cell phones, cam phones, pagers, PDA cell phones, and walkie talkies are not to be used at school during the regular school day. **Students are urged not to bring these items to school because of the risk of theft, loss or damage.** If it is necessary for a student to use a phone during school hours, the student may use the phone in the main office. The school day is defined as the time between the bell signaling the start of the school day and the bell signaling the end of the school day. Additionally, school meetings, activities, events and trips are defined as extensions of the school day and electronic devices may not be used during these times without the permission of the advisor. The school administration may, in its sole discretion, grant exceptions for the use of these devices based on critical need or appropriate documentation. Cell phones/cam phones/pagers/walkie talkies used during the school day will be confiscated and may be picked up after school. iPods and other such devices that are used inappropriately during the school day will also be confiscated. iPods

and other such devices are allowed only in directed research periods and only if not disruptive to others. Laser pointers must not be brought to school.

Inappropriate use of cell phones, cam phones, pagers, walkie-talkies or other such devices in school or at school events will not be tolerated. Sexting may result in school disciplinary consequences and possibly other legal consequences. Please see the Harassment Policy below.

Electronic devices may not be brought into testing room. Teachers/proctors are authorized to collect devices during assessments unless the teacher, or a student's 504 or IEP allows the use of such a device.

Penalty: Commensurate with the offense; to be determined by the administration.

### **Cheating/Plagiarism Policy**

All examinations and written assignments submitted by Dover-Sherborn students must be their own work, unless designated a collaborative assignment by their teacher. Cheating and plagiarism—the submission by a student of the words or ideas of another person as if they were his/her own—are serious academic offenses.

Electronic devices may not be brought into testing rooms. Teachers/proctors are authorized to collect devices during assessments unless the teacher, or a student's 504 or IEP allows the use of such a device.

Some faculty at the school regularly uses the turnitin.com plagiarism detection service to ensure academic integrity. The service allows teachers to compare student work to a database of millions of documents (an authenticity report is generated for each submitted piece of work).

If a student is found to be cheating in more than one course during an academic year, the administration reserves the right to impose additional sanctions including detention or suspension depending on the circumstances.

#### **Cheating or plagiarism occurs when a student:**

- submits another student's paper as his/her own
- copies sections of another student's paper or exam into his/her own page
- quotes another's words without properly citing the author's work
- does not quote an author's work which is subsequently passed off as one's own
- improperly downloads another person's paper, research or parts of a paper from the Internet and passes it off as one's own
- borrows or steals another student's work and submits it as his/her own
- copies source material without proper citation (examples: without reference to author and page)
- summarizes source material without specific reference to original source

#### **Other examples of cheating or plagiarism include:**

- using ideas or information written or non-written; including such things as conversations, musical compositions, computer programs, web pages, spread sheets, drawings, photographs, digital images, lab reports and charts and homework of any kind and passing them off as one's own
- attempting to pass off a paper written for one course that was previously written for another
- paraphrasing of any kind, including changing or rewriting an author's words
- quoting portions of an author's work and then using more of that author's work as if it were one's own
- copying someone else's work, including homework, and passing it off as one's own
- making up sources or including sources in one's bibliography which were not used

**Homework:** A student is cheating when he/she attempts to copy or borrow inappropriately another student's homework or when he/she inappropriately gives information to another student.

Penalty: teacher disposition; parent/guardian notification.

**Quizzes/Test/Midyear Exams/Final Exams:** A student is cheating when he/she attempts inappropriately to gain any information from another student or from any unauthorized materials, or when he/she knowingly gives information to another student.

Penalty: Zero grade given for the work; parent/guardian notification.

Repeat offense: Zero grade given for the work; parent/guardian notification: possible suspension.

**Written Projects/Research Reports/Lab Reports:** A student is cheating when he/she uses anyone else's words or ideas without documentation or when he/she inappropriately gives/receives information.

Penalty: Zero grade given for the work; parent/guardian notification.

Repeat offense: Zero grade given for the work; parent/guardian notification: possible suspension.

## **Communication**

### **Telephones:**

Students may use the telephone in the office. Students may **not** use either classroom phones, or personal cell phones. (Cell phones may be used after school hours)

### **Voice-mail:**

The Middle School has a telephone line designated specifically for Voice-Mail. The number to dial is (508) 785-8149. Teacher voice-mail box numbers will be published periodically during the year for students and parents.

### **E-mail:**

All faculty and students have e-mail. A faculty member's e-mail is their last name and first initial followed by @doversherborn.org. Example: [kelletts@doversherborn.org](mailto:kelletts@doversherborn.org). Students' assigned e-mail accounts are for school work and correspondence with teachers. Personal

messages and inappropriate, harassing, vulgar or threatening comments will result in suspension of privileges. The school reserves the right to check student email periodically.

## **Dress Code**

Students are expected to display an appropriate appearance when attending school or school-related events. A student's clothing should not disrupt, distract, or interrupt the school's educational process.

While in school, students will wear clothing that meets the following standards:

- No bare backs.
- No spaghetti straps, tube tops or strapless shirts.
- No low cut shirts or blouses that expose cleavage or chest hair.
- No bare midriffs. All shirts must be long enough to be worn tucked in.
- No bare feet or unsafe footwear.
- No clothing that uses see-through material unless worn with other appropriate attire.
- No articles of clothing that display obscenities, vulgarity, violence, sexism, or racism; no clothing that promotes the use of illegal drugs, alcohol or tobacco.
- No droopy pants or clothing that reveals undergarments.
- No hats should be worn in school.
- The length of shorts and skirts must be longer than the tip of the student's fingers when his/her extended arm is by his/her side.

The administration reserves the right to determine what is or is not appropriate, and will determine appropriate consequences for non-compliance.

The administration may waive restriction in cases involving extenuating medical circumstances.

## **Exchanging Gifts/Invitations/ Locker Decoration in School**

Locker decorating, exchanging gifts of gifts, and distributing invitations, leads to as many hurt feelings as good feelings. Please leave these activities for outside of school.

## **Field Trips**

### **Guidelines for School-Sponsored Field Trips**

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

## **Fire Drills/Lockdowns**

During a fire drill or lockdown, students must follow the directions of the classroom teacher and move as quietly and quickly as possible to the designated area via the prescribed route.

## **Forging Parent/Guardian Signature**

Forging a parent's or guardian's signature is against school policy.

Penalty: teacher or administrator disposition; notification of parent/guardian

## **Late Buses**

If you remain after school for activities, detention, or help sessions, you will take the late bus home at 3:30 p.m. You will find the late buses parked on the driveway between the middle school and Lindquist Commons. In order to find which bus to board, tell a bus driver where you live and you will be directed to the correct bus.

### **No Late Buses:**

All Fridays during the school year and all early release days

### **Metco Bus:**

Transportation arrangement for METCO students after 2:15 p.m. must be made with the METCO Coordinator or designee.

If you leave school grounds at 2:15 p.m., you may not return to take the 3:15 p.m. bus (unless prior arrangements have been made with the Headmaster). Your parents would be expected to provide transportation home from your friend's house.

## **Lockers**

All students have lockers at school. Your hallway locker and Physical Education locker have a combination that only you will know. Do not share that combination with anyone. Be sure to secure items in your lockers and keep them closed and locked.

The lockers at DSMS are school property. The administration has the right to check lockers for damage and for illegal or inappropriate items if they have reasonable suspicion. Keep your locker clean, neat and free of any non-essential items.

## **Longboards/Skateboards and Scooters**

Because of safety concerns, longboards/skateboards and scooters are not permitted on campus at any time. Failure to comply will result in disciplinary action.

## **Lost and Found**

Inquire about missing items in the Main Office.

## Parent/Guardian Messages to Students

Classes will not be interrupted to give messages from home to students except in the case of a family emergency.

## Passes

In order for you to leave the classroom while classes are in session you must have a proper pass from the room you are leaving. If you have made arrangements to go to another teacher you must obtain a pass from that teacher during a study or period 7, before you can leave your assigned area.

## Procedures for H Block

All students will go to their H Block classes as per their schedule. Please report there before going to any other location. The H Block Help Session and Directed Research sessions are quiet, study centered times at DSMS. Students will work quietly and will bring sufficient material to stay focused and academically productive for 42 minutes. Students must have a pass that is signed by a teacher with a current time noted in order to be in the halls. The only exception should be bathroom, locker, water, office/nurse passes (available in all rooms).

Any student desiring to see any teacher during H Block must procure a pass prior to H Block. **In short, get a pass early in the day.** The exceptions to this rule are the library and computer lab. H Block teachers can give passes to students for those two areas, but no more than three students may receive passes at one time.

*Any student found in the hallways without a pass will be spoken to or brought to the office. An administrator will be present in hallways during H Block. Repeat offenders may be subject to further consequences (detention, parent contact, loss of H Block pass privileges).*

## Valuable Items

Students are asked not to bring valuable items such as jewelry, large amounts of money, radios, etc., to school. Each student should be sure that his/her regular locker and gym locker are ALWAYS LOCKED. The Main Office should be notified immediately if your locker is not operating properly. Please report any lost or stolen items to the Main Office and fill out a Personal Property Report.

## Visitors

If a student wishes to have a guest for the day, a visitor's pass should be obtained the day before the visit. Students must get signed permission from each teacher before a visitor's pass may be obtained from an administrator. This pass should be shown to each class teacher for that day. The visit is limited to one day only. Permission for the visit will be granted at the Headmaster's discretion. During the both the first and last month of the school year, or the day before a long vacation, requests for visitors' passes will not be honored.

## 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 may:

### **Access to Vocational Technical Education**

“Massachusetts Regulations on Access to Equal Educational Opportunity 603 CMR 26.00 was promulgated in part to ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study at public schools in the Commonwealth. School districts should provide middle school students and their parents/guardians with information on vocational-technical education. Common methods of providing information include visits to high schools with vocational technical education programs, and recruitment activities in middle schools conducted by high schools with vocational technical education programs. Middle schools release student names and addresses to the vocational technical high school subject to the Massachusetts Student Records Regulations 603 CMR 23.07.” - Mitchell D. Chester, Commissioner of Elementary and Secondary Education, February 3, 2010.

## **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.

## **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 who may 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.

## **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 Middle School destroys a student's temporary record upon a student's graduation, transfer, or withdrawal from the middle 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.

## **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.

### **Non-Custodial Parents, Access Procedures**

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 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. 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.

### **Release of Directory/Vocational Information**

Pursuant to 603 CMR 23.07 and 34 CFR §99.31(a)(1), Dover-Sherborn Middle School reserves the right to release a student's name, address, telephone listing, 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 6, 2013.

Under sections 23.10(1) of the Massachusetts Student Records Regulations, Dover-Sherborn Middle School will release the names, addresses, and telephone listings of students to the appropriate vocational-technical high schools upon request, as required by federal law, unless the Vocational-Technical Schools' Request for Student Information form has been completed and returned to the main office of the middle school by September 6, 2013.

## **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.

## **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.

## DISCIPLINE CODE

The Discipline Code is administered within the guidelines set forth by the state and federal laws and regulations with regard to due process for students. The Handbook is distributed at the beginning of every year to every student. It is the expectation of the administration and the school system that parent(s)/guardian(s) and student will read the Handbook. Students and parents/guardians are responsible for raising any questions that they may have regarding this Handbook and its provisions with the school administration. Even if the student does *not* sign the acknowledgement form included with the distribution of this Handbook, such presumption is made.

### Alcohol and Other Drug Policy

The Dover Sherborn Public Schools strive to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity **is prohibited**.

A student violates this policy if he/she possesses, uses, delivers, buys or sells alcohol, alcohol/drug paraphernalia or any controlled substance in any place or vehicle under school jurisdiction and/or at any school sponsored activity regardless of location.

The Dover and Sherborn Police Departments will be notified in all cases of actual possession, sale and distribution of alcohol or other drugs. The Headmaster will turn over all drugs or contraband to the police before the close of the school day.

The Dover Sherborn Public Schools will continue to provide, without penalties, assistance to students who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all students.

### Sanctions for Violations of the Alcohol and Other Drug Policy

1. Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c.94C including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the school by the middle school Headmaster.

The following sanctions will apply to any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of alcohol, or under the influence of alcohol or controlled substances, or who knowingly aids or abets the delinquency of anyone who possesses or is under the influence of alcohol or controlled substances:

1st offense:

- a. Up to one week suspension from school.
- b. The parents or guardian of the student will be required to attend a meeting with the Headmaster to discuss the offense and consequences. They will also receive written notification of the school's policy for second offenses of the Alcohol and Drug Policy.

2nd and subsequent offense(s):

Suspension for up to two weeks and the administration may recommend a **long term suspension**.

The student will be given referral sources for an alcohol and other drug screening/assessment with appropriate follow-up. As with all medical treatment, the school is not responsible for providing or paying for such assessments or treatment.

## **Bullying/ Cyber Bullying**

### **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.

The Bullying Prevention and Intervention Plan can be found at <http://www.doversherborn.org/index.cfm/cd/FAP/cdid/14216/pid/10575>.

### **Definitions essential to the Dover Sherborn Bullying Prevention and Intervention Plan**

**Aggressor** is a student **or a member of the school staff** who engages in bullying, cyber bullying, or retaliation.

**Bullying**, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students **or a member of the school staff** 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.

### **Class Cutting**

Unexcused absence from a class, the library, or the computer center may result in you serving a minimum of one detention and your parents will be notified. In addition, zeros may be given for any work due or completed on the day of the cut. Repeat offenses may result in suspension or other appropriate consequences as determined by Administration.

### **Climbing**

For safety reasons, students are prohibited from climbing the face of a building, onto the roof of a building, on trees without school-employed adult supervision, or on any other such object. Penalty assessed may range from a warning to suspension and possible expulsion depending upon the severity or the pattern of behavior.

### **Conduct Outside of School**

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

## Disciplinary Behaviors/Offenses and Sanctions-Partial Listing

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

*1. indicates first offense 2. indicates repeat offense*

BEHAVIOR/ACTION	SCHOOL RESPONSE/CONSEQUENCE
Cafeteria Misbehavior Such as but not limited to the following: Food fights Failure to clean up after oneself	<ol style="list-style-type: none"> <li>1. Cafeteria cleanup duty (time determined by the severity of the case)</li> <li>2. Cafeteria cleanup duty and up to one detention</li> </ol>
Cursing, foul language Comments directed towards another student and/or a staff member	<ol style="list-style-type: none"> <li>1. Up to two office detentions; possible suspension; parent/guardian notification</li> <li>2. Up to one-day suspension; parent/guardian conference. If action results in disruption to the educational process, up to a five-day suspension</li> </ol>
Cursing overheard/not directed toward a person	<ol style="list-style-type: none"> <li>1. Warning; parent/guardian notification, consequences dependent upon severity</li> <li>2. Up to two office detentions; parent/guardian notification</li> </ol>
Cutting class Unexcused absence from a class, the library, the computer lab, or directed research	<ol style="list-style-type: none"> <li>1. One office detention, parent/guardian notification, and zeros may be given for any work due or completed on the day of the cut</li> <li>2. Up to two office detentions, parent/guardian notification, and zeros given for any work due or completed on the day of the cut</li> </ol>
Cutting detention Applies to both teacher-assigned and office detentions	<ol style="list-style-type: none"> <li>1. Two office detentions assigned for every failure to report and parent/guardian notification.</li> </ol>
Disruptive Behavior Applies to situations when a student is sent to the office from a class, the library, the computer lab or a directed research for disruptive behavior	<ol style="list-style-type: none"> <li>1. Up to two office detentions; parent/guardian notification</li> <li>2. Up to one-day suspension; parent/guardian conference</li> </ol>
Insubordination or insolence Such as but not limited to the following: Failure to follow a reasonable request by a staff member Boldly disrespectful in speech or behavior	Consequence is dependent upon severity and may vary from an office detention and parent/guardian notification up to a five-day suspension and possible recommendation for <b>long-term suspension</b> depending on the circumstances.

Verbal assault An act of insubordination that places others at serious risk	
Physical intimidation The act of physically intimidating another by invading personal space and/or backing someone against a wall	Up to a five-day suspension or possible recommendation for <b>long term suspension</b> depending upon the severity of the case or repetitive nature of the case; parent/guardian conference
Verbal threat of violence against the life of another	Possible suspension or recommendation for <b>long term suspension</b> depending upon the circumstances

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

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

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

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

### **Fighting**

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

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

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

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

## **Inappropriate Physical Contact**

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

## **Physical Assault**

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

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

## **Provoking a Fight**

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

## **Conduct Outside of School**

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

## **Graffiti**

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

## **Harassment Policy**

The Dover Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or

physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability.<sup>1</sup> The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning.

#### Definition of Harassment Forbidden by This Policy

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

#### Complaint Procedures

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

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

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

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

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

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

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

Reporting Locations:

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

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

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

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

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

Investigative Procedures

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

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

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

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

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

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

## **Hazing**

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

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

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

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

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

### **CH. 269, S.18 Duty to Report Hazing**

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

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

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

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

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

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

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

### **Violation of Another's Civil Rights**

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

## **Photographs**

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

## **Selling and Distributing**

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

## **Sexual Harassment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*\*commensurate with the policy of the Dover and Sherborn Boards of Health*

### **Snowball Throwing**

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

### **Theft**

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

### **Trespassing**

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

### **Vandalism**

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

### **Violative Conduct**

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

### **Disciplinary Sanctions / Due Process**

#### **Teacher Detention**

Teacher detention takes priority over extracurricular activities and all other personal plans. Office detention and required extra-help session take priority over teacher detention. Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. Teacher

detention will be held from **2:20 p.m. to 3:15 p.m.** If a student fails to attend an assigned teacher detention, the teacher will send a referral to the Main Office and the student will be assigned two office detentions.

## Office Detention

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

## Short Term Suspension / Long Term Suspension / Expulsion

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

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

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

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

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

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

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

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

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

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

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

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of

residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **SUSPENSIONS**

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

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

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

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

#### **I. IN-SCHOOL SUSPENSION**

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

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to

discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

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

## II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

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

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

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

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

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

### III. LONG TERM SUSPENSION

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

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

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

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

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

of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  - b. Set out the key facts and conclusions reached;
  - c. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
- a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

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

### **APPEAL TO THE SUPERINTENDENT**

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

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow

the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.

- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

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

#### **EXCEPTION FOR EMERGENCY REMOVAL**

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

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

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

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

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

### **Continuation of Educational Services**

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended under §37H<sup>3</sup>/<sub>4</sub> for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under DSMS's Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **Services during Removals and School-Wide Education Service Plan**

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

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

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

## **STATE REGULATIONS**

### **Statutory Provisions**

#### **Disturbance of Schools or Assemblies**

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

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

shall be punished by imprisonment for one month, and the sentence imposing such imprisonment shall not be suspended.

## **EXTRACURRICULAR PARTICIPATION**

Co-curricular and extracurricular activities are considered a vital part of student life. The high school sponsors a variety of teams, clubs, and organizations. Participation in extracurricular activities will enhance the quality and enjoyment of school life.

### **Behavior for School-Sponsored Social Activities**

All school sponsored functions are well supervised by the Headmaster, Assistant Headmaster, staff and parents. Parents are urged to make certain the student enters the building when they are brought to the school for a school function. Parents are invited to come back early and observe the activity.

In order to insure student safety and supervision and because of the sense of responsibility to the student, staff members wait as long as necessary for all students to be provided with transportation home. Many times, this will cause a disruption of personal and family plans for the supervisors. Any student who is not picked up within fifteen minutes of the scheduled ending of an event will not be allowed to attend the next scheduled activity. The exception will be if the parent volunteers to chaperone the next scheduled activity. This policy will also apply to your child when the parent has entrusted the means of transportation to another responsible adult.

### **Student Council**

The Student Council is the elected government of the entire student body. As such, it seeks to recommend changes in school policy and regulations that will keep up with the changing needs of all students. It provides a forum for the expression of student views and seeks to represent responsibly these views to the School Committee and administration. Meetings are open to every interested student. In addition, the Council is a service organization that sponsors special activities for the school and community.

### **Working Certificates**

Working Certificates may be obtained only after a job has been confirmed at the Superintendent's office in the Fassnacht Administration Building from 8:00 a.m.-3:00 p.m. Students must apply in person.

Parent/Guardian must sign a form for the applicant under sixteen years of age; no certificate can be issued to anyone under fourteen years of age. Verification of a recent physical exam must be provided for a job that is food related.

## **WEATHER AND OTHER EMERGENCIES**

When it is safe and reasonable to do so, every effort will be made to transport students home safely. When it is not possible to do so, students will be kept at school until such time as the

school administration can arrange safe transportation home or to a central location in each town. When possible, every effort will be made to bring students to a central location in the town of their residence. By doing so, we will be locating our youth where they will be near fire, police and emergency services. In most instances, there is a better chance that there would be power, light, heat and food available in the central location.

In Sherborn, the Pine Hill School and in Dover, the Chickering School will be the buildings used for these purposes. Students will be allowed to use whatever telephones are available to call home from Pine Hill and Chickering Schools. Attendance will be taken at the central locations so parents/guardians may call to check on where their children are.

Parents/Guardians may pick up students from their regular school or from the central location, or arrange to have a neighbor do so, or the school staff will make the arrangements.

### **No-School Announcements**

Schools will be closed when extreme weather conditions exist in our towns. The school system depends on the weather forecast that is available in the early morning hours as well as the condition of roads and the ability of the bus contractors to pick up and deliver the children safely to the schools.

The safety of the children is of prime importance. While the Superintendent must make a decision in the early morning hours, parents/guardians can help by exercising their own best judgment about conditions at the time when their children must leave home to board the buses for school.

The option of starting school one hour later than usual will continue to be used. If the Superintendent of Schools decides to start school one hour later, students may expect to be picked up at their regular bus stops one hour later than the usual pick-up time.

Occasionally, unpredicted changes in the weather necessitate that schools be closed earlier than the regular closing time. Parents/Guardians can prepare children for this rare eventuality by making sure that they have an alternate place to go should they arrive home and find that no one is home.

The Dover Sherborn Public Schools utilize the Connect-Ed notification system to inform all parents/guardians of school cancellation, delay, and early dismissal, when applicable. Parents/Guardians receive both phone and email notification based on the most current contact information provided to the schools.

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

WBZ/Channel 4, WCVB TV/Channel 5, WRKO/Channel 7, WFXT/FOX, WBUR (website only)

The "No School" whistle will be blown locally in Dover at 6:30 a.m., 7:00 a.m., and 7:30 a.m. Please do not call the Dover or Sherborn Police Station for "no school" information.

## **WHAT IF QUESTIONS**

### **WHAT IF.....You forgot your lunch or lunch money?**

The cafeteria will provide a lunch to you. You can pay them back the next day.

### **WHAT IF.....You miss your bus?**

If it is in the morning, have your parents drive you to school. If your parent is not available, call a relative or a family friend. If it is the 2:15 bus, wait for the 3:15 bus in the library or call home for a ride. If it is the 3:15 bus - call home for ride and tell someone in the office.

### **WHAT IF....You lose a book?**

Search the classrooms you have been in that day, look at home, and check lost-and-found. Make arrangements with your teacher for you to pay for it. You will then get a new one from the teacher.

### **WHAT IF.....You want to see a Counselor?**

Go to the Guidance Office and make an appointment with the secretary.

### **WHAT IF.....You want more extra help than just help sessions?**

Make arrangements with the teacher. Teachers are available after school two days a week. Check websites for possible extra practice sheets. See if the teacher is available before school.

### **WHAT IF.....You are late for class?**

If you do it too often, you could be assigned a detention. Maybe you need better organization. Meet with counselor to strategize timing of locker visits, and to organize binders.

### **WHAT IF.....You have ANY issue with your locker?**

Go to the office.

### **WHAT IF.....You have two things to do after school and one of these is detention?**

First, talk to the teacher or office about it. Forget the other thing and go to detention.

### **WHAT IF.....Other kids are bothering you?**

First, try talking to the other kid. Then, Tell your counselor and he/she will help you determine the next best action.

### **WHAT IF.....You do not know which late bus to take home?**

There is a map on the window next to the exit to Lindquist. You can also ask the bus drivers.

### **WHAT IF.....You lose money in any of the machines?**

Report that the machine is out of order to the cafeteria staff.

### **WHAT IF.....You think that you did not deserve the punishment you were given for an offense?**

Talk it over with the person handing out the punishment (after you have allowed a cooling-off period to happen.) Talk to your counselor.

**WHAT IF.....You want a friend to visit the school?**

Visitors to our classes are not allowed. The only visitors allowed are students contemplating attending school here. In such a case the parents of the visiting student should contact guidance two weeks in advance to make arrangements.

**WHAT IF.....You forget something at home (homework, gym clothes, band instrument...etc)?**

Go to the office to call home to see if it can be dropped off.

**WHAT IF....There is a fire drill, bus evacuation drill, or lockdown drill?**

Be quiet and follow the direction of the supervising adult/teacher. Remember these are only drills to prepare in case of a true emergency.

**WHAT IF.....You are sick and the Nurse is not here?**

Go to the Main Office and ask the secretary to contact the nurse.

**WHAT IF....You left your books in the hallway?**

Your books will be brought to the office. All books should be left in your locker or in a classroom with teacher permission.

**WHAT IF....You do not know where an activity is taking place?**

Go to the office or check the monitor in the main lobby.

**WHAT IF.....You do not find your WHAT IF here?**

Ask any staff member they will be glad to assist you.

**PROPOSED CHANGES TO APPENDIX C  
(EFFECTIVE FOR THE 2015-16 SCHOOL YEAR)**

<b>ACTION</b>	<b>School</b>	<b>Bucket/Category</b>	<b>Position</b>	<b>Old Ratio</b>	<b>New Ratio</b>	<b>Change</b>	<b>Notes</b>
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-6th Grade	4.0	4.25	.25	
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-6th Grade	4.0	4.25	.25	
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-7th Grade	4.0	4.25	.25	
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-7th Grade	4.0	4.25	.25	
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-8th Grade	4.0	4.25	.25	
<b>MODIFY</b>	MS	Teaching/Learning	Team Leader-8th Grade	4.0	4.25	.25	
<b>MODIFY</b>	HS	Extracurricular	SADD Advisor	.75	1.25	.50	
<b>MODIFY</b>	HS	Extracurricular	SADD Advisor	.75	1.25	.50	
<b>ADD</b>	System-wide	Teaching/Learning	School Nurse Leader	0.0	5.50	5.50	Adopted October 2014 with cost shared between three districts as follows: \$3,000 – School Health Services Grant Remainder split between each school's salary line
<b>ADD</b>	Region	Teaching/Learning	Technology-Engineering Dept. Chair (grades 6-12)	0.0	5.50	5.50	Adopted December 2014 with cost shared between the middle and high school

**PROPOSED CHANGES TO APPENDIX C  
(EFFECTIVE FOR THE 2015-16 SCHOOL YEAR)**

<b>ADD</b>	System-wide	Teaching/Learning	Fine Arts Dept. Chair	0.0	5.50	5.50	Adopted December 2014 with cost shared between three districts as follows based on each district's representative share (%) of teachers: Region – 61% Dover – 21% Sherborn – 18%
<b>ADD</b>	HS	Extracurricular	Ultimate Frisbee Club	0.0	0.50	.50	
<b>ADD</b>	HS	Extracurricular	Peer Helping	0.0	0.75	.75	
<b>ADD</b>	HS	Extracurricular	Peer Helping	0.0	0.75	.75	
<b>ADD</b>	HS	Extracurricular	China Exchange	0.0	2.0	2.0	
<b>ADD</b>	MS	Extracurricular	Green Team	0.0	0.50	.50	
<b>ADD</b>	HS	Extracurricular	Harvard Model United Nations	0.0	1.0	1.0	
<b>ADD</b>	MS	Extracurricular	Day 1A "D1A"	0.0	1.5	1.5	
<b>ADD</b>	HS	Extracurricular	Robotics Team	0.0	2.0	2.0	
<b>INACTIVE</b>	MS	Teaching/Learning	LFTA-Special Subjects Curriculum Leader	4.25	0.0	(4.25)	Deleted as Fine Arts Director (new) and Technology-Engineering (new) Dept. Chair positions subsumed these duties
<b>INACTIVE</b>	MS	Extracurricular	Student Info Asst.	2.00	0.0	(2.0)	
<b>INACTIVE</b>	MS	Extracurricular	Mock Trial Advisor	1.00	0.0	(1.0)	
<b>INACTIVE</b>	MS	Extracurricular	42 SINGERS	1.50	0.00	(1.50)	

**PROPOSED CHANGES TO APPENDIX C  
(EFFECTIVE FOR THE 2015-16 SCHOOL YEAR)**

INACTIVE	MS	Extracurricular	Computer Coordinator	3.0	0.00	(3.00)		
INACTIVE	MS	Extracurricular	Literacy Magazine Advisor	1.0	0.00	(1.0)		
INACTIVE	MS	Extracurricular	Newspaper Advisory	1.0	0.00	(1.0)		
INACTIVE	HS	Extracurricular	N-er-G Advisory	1.50	0.0	(1.50)		
INACTIVE	HS	Extracurricular	Newspaper Advisor	2.00	0.0	(2.0)		
INACTIVE	HS	Extracurricular	SCAT ADVISOR	2.0	0.00	(2.0)		
INACTIVE	HS	Extracurricular	PROBLEM SOLVING	1.50	0.00	(1.50)		



The Public Schools of Dover and Sherborn  
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URL: [www.doversherborn.org](http://www.doversherborn.org)  
Mr. Steven B. Bliss, Superintendent  
Dr. Karen L. LeDuc, Asst Superintendent  
Ms. Christine Tague, Business Manager  
Ms. Therese Green, Director of Special Education

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Mr. John Smith  
Headmaster

Ms. Ann Dever-Keegan  
Asst. Headmaster

Ms. Mindy Roberts-Isaacs  
Special Education  
Team Chair

Ms. Ellen Chagnon  
Guidance Director

Mr. Heath Rollins  
Athletic Director

**To: John Smith, Headmaster**

**From: Nick Grout**

**Date: April 29, 2015**

**Re: Proposed Martha Vineyard Hockey Tournament**

As requested for School Committee approval, here is an outline of the itinerary for the Girls Ice Hockey proposed trip to Martha Vineyard for their Martin Luther King weekend tournament.

### **Martha Vineyard Itinerary Outline**

The dates of the tournament are Sunday, January 17 & Monday, January 18. We would play Quincy/North Quincy at 5pm on Sunday, and MV would be hosting Scituate at 7pm. The winners play the next day at 1pm, and the losing teams play at 11am.

MV picks up the cost of all the ice, officials and related costs

MV would provide a school bus and driver available to us the entire time on the island.

#### **Sunday**

- Leave DS at approximately 10:15AM
- 1:15pm ferry from Woods Hole arrives in Vineyard Haven at 2pm. We could walk to one of the hotels that some teams stay at in VH (the Mansion House), or our bus would pick up the team and bring us to another possible hotel in Edgartown (Harborview).
- Check in, and then transported to the rink at 4pm for a 5pm start.
- Game ends about 6:45pm, and a bus will bring us back to the hotel.
- Dinner (restaurants are walking distance to hotels). We would make reservations for a space for the entire team and possibly parents also.

#### **Monday**

- Bus picks up the team for a 9:30am team breakfast MV hosts at the high school.
- Bus is provided to the hotel, rink and back to the ferry.
- Game time will be either 11am or 1pm.
- We will take the appropriate ferry home after the game, time TBD.

### **Additional Information**

Parents can ride the bus as well, but MV will ask for a nominal donation for each person to the driver. Many parents plan to make a weekend of it, and bring their own cars, and the hotels will usually charge the parents the same rate as the team.

The hotels give team rates in the off-season. Teams usually put four in a room, and each room will be about \$125-150 each.

MV athletic director, Mark McCarthy, should be the contact for our AD and administration. He does this sort of thing all the time. Every one of the Vineyard teams hosts a winter tournament. It is an easy trip, relatively inexpensive (especially considering we get two games out of it), and a good bonding experience for the teams. Obviously, Martha's Vineyard is a rather safe place in the Winter, so security is not an issue.

Our numbers for next year-We currently look to have 12 returning players, six players from DS. I anticipate 2 additional players from DS and 2 additional players from Hopkinton. With those numbers we would have 16 players, 4 players to a room, that's 4 rooms at approximately \$150.00 for the night. The cost to house the players and coaches would be around \$750.00. We currently have funds in our team account to cover this cost. We will do more fund raising next season so there are no concerns that the room cost will not be covered. Mr. Rollins has said he would cover the cost of the bus to the ferry and home and also the ferry cost.

I have sent out an email to players and parents looking for their support and I have received 100% support from the parents and players. Currently 6 families have committed to chaperone the trip.

## DRAFT

### Dover-Sherborn Regional School Committee

Meeting of April 7, 2015

Members Present: Dana White, Chair  
Michael Lee, Vice Chair  
Carolyn Ringel, Secretary  
Richard Robinson  
Clare Graham  
Lori Krusell

Also Present: Steve Bliss, Superintendent  
Karen LeDuc, Assistant Superintendent  
Christine Tague, Business Administrator  
Therese Green, Director of Special Education  
John Smith, Headmaster, DS Regional High School  
Scott Kellett, Headmaster, DS Regional Middle School  
Ms. Boland, Student Council Representative

#### 1) Call to Order

Ms. White called the meeting to order at 6:32 pm in the Middle School Library.

2) **Community Comments** – Mrs. Rodgers requested that the wi-fi radiation levels at the middle and high schools be measured, monitored and reduced due to her concerns about student health.

#### 3) State of the District

- a) Middle School Updates - Mr. Kellett spoke of recent and upcoming events at the middle school.
- b) High School Updates - Ms. Boland and Mr. Smith spoke of recent and upcoming events at the high school.
- c) Superintendent
  - Fields of Sherborn (Proposed 40b Project) - The Sherborn Board of Selectmen has asked for comments from the Regional School Committee (in addition to other town department/committees) on the proposed 32-36 unit development. Mr. Bliss provided information about the “Municipal Fiscal Impact” of a similar development built in Sudbury.
  - Metrowest Health Foundation Survey Results - the initial survey results were provided.
- d) Assistant Superintendent
  - Educator Evaluation System - The Qualified Peer Observer course is underway.
  - Wellness Committee - Jangle Madden and food service staff members have been meeting as a group for professional development to strategize work associated with the food service action plan.
- e) Director of Special Education - Ms. Green will present the results of the Special Education Parent Survey and provide an update on the Special Education Department reorganization at a Joint meeting later this month.
- f) Business Manager - the Status of Appropriation as of January 31, 2015 was provided. Conservatively, the year-end E&D projection stand at 3.5%.
  - The Facilities Reserve Fund has been entirely depleted primarily due to \$48,000 in repairs to the HVAC system. The amount spent on emergency repairs to the HVAC system this year is \$88,228. The Administration recommends a more in-depth analysis during the FY17 capital budgeting process.

## DRAFT

- The WWTF did not meet permit in February. It is believed that very cold ambient temperatures and severely diminished influent flows due to school vacation and snow days may be the cause. The March testing results will be provided at the next meeting.
- The Food Service POS system has been contracted. The web-based solution will cost \$6,928 for the software license and implementation as well as \$3,120 for the annual maintenance fee going forward.
- Capital Projects Update - Ms. Tague provided an analysis of FY15 capital project status and expenditures to date.

### 4) Presentation, Discussion and Action

- a) Girls' Ice Hockey Update - Mr. Smith and the Athletic Director are looking into adding a third team to the current co-op with Hopkington due to projected athlete numbers.
- b) Middle School Interscholastic Athletics - In recent weeks, Mr. Kellet has made inquiries to a wide variety of stakeholders in the school community regarding the potential of a bona-fide middle school interscholastic athletic program. At this time, the concerns/complications raised outweigh the benefits of implementing a program.
- c) Middle School Technology - Ms. Phelan made a presentation on a proposed "Bring Your Own Device" (BYOD) policy for 8th grade students. There were concerns raised about school liability for lost/damaged devices (parents will sign permission slip for their student to bring a device to school). The Acceptable Internet Use Policy will be reviewed by School Counsel to make sure it covers BYOD.
- d) RSC Communication
- e) Naming Opportunities - the Policy Sub-committee will work on developing a policy for Naming Opportunities at the District's schools.

### 5) Consent Agenda

- a) RSC Meeting Minutes of 2/11, and 3/3/2015
- b) Donation Acceptance: Friends of DSHS Indoor Track - \$5,801.60 to cover 50% of season expenses. All expenses in FY16 will be charged to the operating budget.
- c) Donation Acceptance: Challenge Success - An anonymous donation in the amount of \$20,000 has been received to support the Challenge Success initiative.
- d) Donation Acceptance: DSMS Music - An anonymous donation in the amount of \$500 has been received to support the DSMS Music program.

Mr. Lee made a motion to approve the Consent Agenda with the exception of the Challenge Success donation. Ms. Graham seconded.

15-16 VOTE: 6 - 0

There was discussion about the Challenge Success donation due to the size of the donation. The funds will be used for keynote speakers and additional programs.

Mr. Robinson made a motion to accept the Challenge Success donation in the amount of \$20,000. Ms. Graham seconded.

15-17 VOTE: 6 - 0

### 6) For Review

- a) Sherborn School Committee minutes of 2/10/2015
- b) Dover School Committee minutes of 1/20 and 2/10/2015
- c) Items for the May Regional School Committee Meeting

### 7) Adjournment at 8:10 pm

Respectfully submitted,  
Amy Davis