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## INSTRUCTION – GENERAL POLICY STATEMENT

The responsibility for determining content, allocating time, and managing school programs is delegated to the Superintendent and his/her staff who shall exercise care that such programs are consistent with the laws, the requirements of authorized accrediting bodies, and with those practice which promote effective learning. The several curricular programs of student activities shall be considered a part of the total school program and shall be so designed as to promote the overall objectives of instruction.

The Dover-Sherborn Public Schools are responsible for accepting each student with his/her own particular degree of physical, social and intellectual assets and needs.

The general goals for these schools include the following:

To help each student define his/her educational goals and then to provide him/her with an education which begins to meet these goals;

To equip each student with the skills and experiences which will enable him/her to enjoy life and contribute to society;

To provide each student with the opportunity to develop his/her own philosophy about intellectual, spiritual, and social values;

To provide each student with the opportunity to develop self-discipline;

To demonstrate democratic ideals including tolerance of others' beliefs, freedom of expression, and active participation by every member of the school community;

To strive to develop in the individual an ability to learn under his/her own initiative and an abiding interest in doing so.

To implement these general goals, the School Committees believe the following objectives should be attained in order that the student:

Have a sense of accomplishment;

Build a repertoire of basic skills;

Develop creativity and originality;

Perceive relationships among the intellectual, social and natural worlds;

Be equipped with democratic ideals so he/she may become a productive member of society;

Have experiences which contribute to an understanding of and a respect for human similarities and differences;

Become self-motivated and life-long learners;

Learn to identify and solve problems systematically;

Develop an awareness to himself/herself and of the demands of the world outside school so he/she can operate successfully in his/her chosen post-high school environment.

## THE ROLE OF THE STUDENT, THE PARENT/GUARDIAN AND SCHOOL

The philosophy of the Dover-Sherborn Public Schools is based upon a concept of cooperative partnership among students, parent/guardians and the school. In order to make schooling work for large numbers of children in a public school setting, each partner must understand his or her responsibilities or roles. In the following statements, we attempt to clarify these cooperative roles, emphasizing their relationship and their reciprocal dependency.

### The Role of the Student

The student has the primary responsibility for his/her school work and performance. All students will be expected to do the following: complete homework regularly; pass in work on time; do work carefully, neatly and accurately; be active participants in the learning process; obey the rules of the school; be in attendance when school is in session; be punctual for classes.

### The Role of the Parent/guardian/Guardian

The parent/guardian shares the responsibility with the pupil for his/her success or failure in meeting the academic and social standards of the school. Parents/guardians should oversee the efforts of the student outside of the school setting. It is expected that the parents/guardians will cooperate with the school in its work, helping the students learn and grow productively. It is also presumed that parents/guardians will support the academic and social standards of the school.

### The Role of the School

The Schools have endeavored to provide an atmosphere conducive to the learning process by establishing fair and consistent expectations for pupils in the areas of academic accomplishment and student behavior. The administration and teachers will maintain and regularly review and update these standards. The school authorities will welcome community feedback relating to the standards and will define to students, parents/guardians and the community what the standards are and what the consequences will be when the standards are not met. Teachers and administrators will inform specific students and parents/guardians when standards are not being maintained.

## ACADEMIC AND SOCIAL STANDARDS

The aforementioned roles are general in nature. In order to make this paper more pragmatic, it is necessary to address specific areas of operation and responsibility that may have been ambiguous or misunderstood in the past. This list of standards is not an attempt to be all inclusive; rather, it is a list of topics that appear to be most pertinent and timely.

### Grades

Grade inflation is a national problem, and it gives students an unrealistic picture of their true academic achievement. The Dover-Sherborn Public Schools reaffirm that "C" is the norm, the average for our students; only students who truly achieve above this norm will earn a higher grade.

### Homework

Home study is an essential element of education, and children in grades 4-12 are expected to do assigned homework regularly. Parents/guardians should expect these assignments and should question children if homework is not in evidence; replies that "None was assigned" or "I have already done it" should not be accepted at face value. There are explicit responsibilities for teachers to give meaningful, regular homework assignments, and parents/guardians should be informed by teachers when homework assignments are being missed. Teachers are expected to do follow-up with the students when homework is late or does not reflect sufficient effort.

### Quality of Work

While student abilities differ widely, all students nevertheless are expected to produce their best work. The student is primarily responsible for the quality of his/her achievement; teachers will attempt to make learning stimulating, interesting and motivating. The primary responsibility for learning is upon the student.

### Long-Term Assignments

Learning to complete systematically a long-term assignment over a period of weeks or months is an essential learning task. Teachers will not accept late assignments, except in the most urgent and unforeseen circumstances. Parents/guardians are urged to be sure that the final product in fact is the student's own work. Work that is not the student's encourages an intellectual dishonesty which will affect other aspects of the student's values and behavior.

### Attendance

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

### Punctuality

Punctuality conveys respect, courtesy and organization. Arriving on time and fulfilling obligations punctually are essential for employability. The schools will make careful note of a student's punctuality when making recommendations to employers, colleges and other schools.

Courtesy

Courtesy in social interaction is expected of all within the school community. Disrespect and discourtesy are intolerable, regardless of the particulars of a situation.

After-School Obligations

A student's first priority is his/her schoolwork and school behavior. When either of these does not measure up to standards and a teacher wishes the student to remain after school, the parents/guardians will be expected to cooperate with the school.

Respect for Property

Every student has the right to pursue his/her education in a safe, well-equipped facility. Each student is expected to show proper care for the school building, the instructional materials and respect for the property of others. Destructive and dishonest behavior will not be tolerated.

Drugs and Alcohol

The health and welfare of each student is of utmost importance to his/her success. In this light, student illegal use of alcohol or drugs is judged to be a deterrent to his/her education. It is part of the school's responsibility to educate the students in the short and long-term effects of drugs and alcohol, including the fact that such activities are illegal.

CONCLUSION

Herein we have defined the purpose of our position, expressed the rules of the various partners involved, and dealt with some specific areas of responsibility. It is important that the rules and regulations of individual schools and the behavior of all partners are in concert with these statements. The clarification of rules and responsibilities should lead to reduction of confusion and conflict on the part of all participants. It is our hope that this clarification of academic and social standards will help our young people grow into mature and responsible adults.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                            May 22, 2012  
SOURCE:                                Dover-Sherborn Regional Committee

## STUDENT POLICIES GOALS

The student is the focal point of all operation of the Schools. This top priority is shared with no one.

Consequently, the school committees can expect to spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The committees and staff will work together to establish an environment conducive to the very best learning achievements for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his/her specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide in every way possible for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## STUDENT POLICIES GOALS

### Active Efforts

- (1) The School Committee of each school district shall establish policies, promote regulations and procedures, and implement monitoring and evaluation practices that support and promote affirmative action and stimulate necessary changes to ensure that all obstacles to equal access to school programs for all persons are removed, regardless of race, sex, color, national origin, disability, sexual orientation, gender identity, religion, or limited English-speaking ability no matter how subtle or unintended. Such policies shall include a requirement for an annual evaluation of all aspects of the K through 12 school program to insure that all students regardless of race, color, sex, religion, disability, sexual orientation, national origin, are given an opportunity to develop skills, competence, and experience, and to receive appropriate guidance so that they may be able to participate in all programs offered by the school including athletics and other extracurricular activities. Special attention shall be given to schools and programs in which students of either sex or of racial or national origin groups present in the community are markedly under-represented.
- (2) If participation in any school sponsored program or activity has previously been limited to students based on race, color, sex, gender identity, national origin, disability, sexual orientation, or religion then a School Committee shall make active efforts to insure that equal access to all school sponsored programs or activities be provided within the Schools.
- (3) It shall be the responsibility of a School Committee and the Superintendent to provide necessary information and in-service training for all school personnel in order to:
  - (a) Advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion, disability, sexual orientation, gender identity, or national origin.
  - (b) Enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior, which may occur in the public schools.
- (4) The Superintendent, as an agent of the School Committees, shall promote and direct effective procedures for the full implementation of 603 CMR 26.00, and shall make recommendations to the Committees for the necessary policies, program changes, and budget resource allocations needed to achieve adherence to 603 CMR 26.00.
- (5) At the beginning of the school year, the Superintendent shall be responsible for sending to the parents/guardians of all school age children, in their primary language, a notice of the existence of S. 1971 c.622 and its implications. Such notice shall include the information that all courses of study, extracurricular activities and services offered by the school are available without regard to race, color, sex, gender identity, religion, disability, sexual orientation, or national origin. This notice may be included with other communications sent to parents/guardians by the Schools. Upon request, the Department of Elementary and Secondary Education shall provide a translation in requested languages to assist Superintendents in complying with this section. The Superintendent shall inform the community of the existence of the law and of its implications through newspaper releases or radio or television announcements.

- (6) The Superintendent shall ensure that all students are annually informed in a manner certain to reach them of the existence of St. 1971, c.622 and its implications. Students shall be informed that all courses of study, extracurricular activities, services, and facilities offered by the school are available without regard to race, color, sex, gender identity, religion, disability, sexual orientation, or national origin.
- (7) The Superintendent of each school system shall make certain that employers who recruit new employees in and through the schools of that district, do not discriminate on account of race, color, sex, gender identity, religion, disability, sexual orientation, or national origin in their hiring and recruitment practices within the schools. Before any employer is allowed to recruit at or through any school, they shall be required to sign a statement that they do not discriminate in hiring or employment practices on account of race, color, sex, religion, disability, sexual orientation, or national origin.
- (8) Since adults serve as role models for students, school authorities shall utilize adults in a variety of jobs, and as members of policy-making committees, to the extent consistent with their contractual obligations, without regard to race, color, sex, gender identity, religion, disability, sexual orientation, or national origin.
- (9) Adults serving on athletic regulatory boards shall fairly represent the interests of both male and female students.
- (10) Because selective secondary schools have had atypical student bodies in the past, such selective secondary schools, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, shall admit qualified applicants of each sex and racial and ethnic groups in numbers proportionate to the existence of members of such class in the secondary school population of the geographic area served by that school. After the period for application to the school has closed, if it is found that qualified applicants of one of the above classes have not applied in numbers sufficient to maintain this proportion, qualified students of the other categories may be selected to fill the remaining openings.
- (11) Any contributions to a school for activities and monetary awards within or sponsored by the school or for scholarships administered by the school made after the effective date of 603 CMR 26.00 by any person, group or organization shall be free from any restrictions based upon race, color, sex, gender identity, religion, disability, sexual orientation, or national origin.
- (12) The opportunity to receive guidance and counseling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

LEGAL REF.: 603 CMR 26:00

FIRST READING: October 21, 2014

SECOND READING: Dover School Committee October 29, 2014  
Dover Sherborn Regional School Committee November 4, 2014  
Sherborn School Committee November 18, 2014

ADOPTED: November 18, 2014  
SOURCE: MASC

## EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committees will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status or physical and intellectual differences, pregnancy or pregnancy related condition..

To accomplish this, the Committees and all staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the  
Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by  
E.O. 11375 Title IX, Education  
Amendments of 1972  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
Board of Elementary and Secondary Education  
regulations 603 CMR 26:00  
Board of Elementary and Secondary Education  
regulations 603 CMR 28:00

CROSS REF.: AC, Nondiscrimination

FIRST READING: October 21, 2014, April 7, 2020

SECOND READING: Dover School Committee October 28, 2014,  
Dover-Sherborn Regional School Committee November  
4, 2014 Sherborn School Committee November 18, 2014  
April 28, 2020

ADOPTED: April 28, 2020

SOURCE: Dover-Sherborn Regional Committee

## STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Schools. This policy is in effect while students are on school grounds, school property or property within the jurisdiction of the schools, school buses, or attending or engaging in school activities.

Harassment prohibited by the Schools includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status, disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The Schools will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

LEGAL REF.: M.G.L. 151B:3A  
Title VII, Section 703, Civil Rights Act of 1964 as amended  
Board of Education 603 CMR 26:00

REFS.: "*Words that Hurt*," American School Board Journal,  
September 1999  
National Education Policy Network, NSBA

FIRST READING: October 21, 2014

SECOND READING: Dover School Committee October 29, 2014,  
Dover-Sherborn Regional School Committee November 4, 2014  
Sherborn School Committee November 18, 2014

ADOPTED: November 18, 2014

SOURCE: MASC

## ATTENDANCE AREAS

Attendance areas for the Schools will be drawn up by the Superintendent and approved by the School Committees. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies. From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committees will confer with community representatives prior to setting new attendance lines. However, the Committees' primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J

Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74

Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JCA, Assignment of Students to Schools

FIRST READING: January 25, 2011, April 7, 2020

SECOND READING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC

## ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves an exceptional child, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules, or an exceptional child is involved; or unless specific permission is granted by the School Committees.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J  
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75  
Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74  
Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JC, Attendance Areas

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## ENTRANCE AGE

Entrance age for kindergarten shall be five years on or before September 1 of the school year in which the child shall enter.

Entrance age for grade one shall be six years on or before September 1 of the school year in which the child shall enter.

Regulations require that each Principal assume full responsibility for thoroughly checking the age of each child registering for kindergarten or first grade before admission.

Parents/guardians of a child entering his/her first school experience must present a birth certificate, vaccination certificate, proof of required immunizations, and a physical examination certificate before entrance is allowed.

Parents/guardians of children who enter the Dover-Sherborn Public Schools from another school system must present a transfer card from the former system before entrance.

LEGAL REF.: M.G.L. 76:1 and 15  
Chapter 161 of Acts of 1972

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE:

## **ATTENDANCE AND EXCUSES**

The Dover-Sherborn Public Schools require verification by a parent/guardian of a minor in case of absence, tardiness or dismissal. Any child who is to be dismissed without a note must be met by the parent/guardian at the Principal's office.

LEGAL REF.: M.G.L.76:1 and 2; Attendance regulated; Duties of parents/guardians

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

**SCHOOL ADMISSIONS**

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committees' policies relating to nonresident students or by specific action of a School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committees. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A  
603 CMR 26:01; 26:02; 26:03

CROSS REFS.: JLCA, Physical Examination of Students  
JLCB,  
Inoculations of Students JFBB,  
School Choice  
JFABD,  
Homeless Students;  
Enrollment Rights and Services  
JFABE,  
Educational Opportunities for  
Military Children  
JFABF, Educational Opportunities for Children in Foster  
Care

FIRST READING: January 25, 2011, April 7, 2020

SECOND READING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC

## HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth<sup>1</sup> (collectively, ~~homeless students~~) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

### **Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term ~~school of origin~~ shall also include the receiving school in the same school district educating students at the next grade level.

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<sup>1</sup> "A homeless child or youth not in the physical custody of a parent or guardian." 42 USC §11434a.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

### **Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### **Dispute Resolution**

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the

student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,<sup>2</sup> the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education<sup>3</sup>. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **Homeless Liaison**

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receives professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

First Read: April 7, 2020, April 28, 2020

Second Read: April 28, 2020

Adopted: April 28, 2020

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<sup>2</sup> Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

<sup>3</sup> Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

## **EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the district because of their parents or guardians being on active duty in the

Armed Services, the Dover-Sherborn Public Schools support and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Dover-Sherborn Public Schools believe it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

### **Definitions**

**Children of military families:** School aged children who are enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The Dover-Sherborn Public Schools' responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the district may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the Dover-Sherborn Public Schools will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the Dover-Sherborn Public Schools will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The Dover-Sherborn Regional High School will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the Dover-Sherborn Public Schools (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

SOURCE: MASC October 2019

First Read: April 7, 2020, April 28, 2020

Second Read: April 28, 2020

Adopted: April 28, 2020

## **EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the Dover-Sherborn School Committees are committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The Dover-Sherborn Public Schools have designated [**the Superintendent**] as the point of contact for students in foster care. The **Superintendent** will collaborate with DCF to ensure that students can access transportation and other services to which they may be entitled.

### **Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

### **Transportation**

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the Dover-Sherborn Public Schools will permit the student to enroll under a personal exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with the policies of the Dover-Sherborn Public Schools, including compliance with the state's address confidentiality program when necessary. After enrollment, the Dover-Sherborn Public Schools will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the Dover-Sherborn Public Schools will provide transportation services to school in a manner comparable to the transportation provided for all of its other students.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC October 2019

First Read: April 7, 2020, April 28, 2020

Second Read: April 28, 2020

Adopted: April 28, 2020

## SCHOOL ADMISSIONS

### Purpose and Construction of 603 CMR 26.00

- ① 603 CMR 26.00 is promulgated to insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, gender identity, religion, disability, sexual orientation, national origin, or homeless status, pregnancy or pregnancy-related condition. 603 CMR 26.00 shall be liberally construed for these purposes.
- ② The obligation to comply with 603 CMR 26.00 is not obviated or alleviated by any local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, sex, gender identity, religion, disability, sexual orientation, homeless status, national origin, or homelessness.

### School Admissions

- ① All public schools in the Commonwealth shall admit students without regard to race, color, sex, gender identity, religion, disability, sexual orientation, homeless status, or national origin. This includes, but is not limited to regional vocational-technical schools, elementary, secondary, trade, and selective academic high schools.
- ② No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, gender identity, religion, disability, sexual orientation, homeless status, or national origin. Written materials used by a school to recruit students shall not contain references suggesting the predominant sex of the students presently enrolled or the anticipated sex of the students to be recruited. Pictorial representation, in the agreed, in such material shall depict students of both sexes and of minority groups. Reference to only one sex in the name of schools, programs or activities shall not be retained.
- ③ The national citizenship of any applicant shall not be a criterion for admission to any public school nor shall national citizenship be a factor in the assignment or availability of courses of study or extracurricular activities.
- ④ Any standards used as part of the admissions process to any public school, including but not limited to testing, the use of recommendations, and interviewing (as referred to in 603 CMR 26.02 (1)) shall not discriminate on the basis of race, color, sex, religion, disability, sexual orientation, homeless status or national origin. Limited English-speaking ability (as defined by M.G.L.c.71A) shall not be used as a deterrent to or limitation on admissions.
- ⑤ If admission to any school, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, is dependent upon the

participation or completion of courses or programs which were previously limited to students of one sex or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any racial, ethnic or religious group of students

to participate in such programs, then such criteria must be abolished.

- ⑥ Nothing in 603 CMR 26.00 shall be construed as to control the interpretation of or interfere with the implementation of St. 1965, c. 641, as amended by St, 1974, c. 636, providing for the elimination of racial imbalance in public schools, all rules and regulations promulgated in respect thereto and all court and administrative decisions construing or relating thereto.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15;76:15A  
603 CMR 26:01; 26:02; 26:03

FIRST READING: October 21, 2014,

SECOND READING: Dover School Committee October 28, 2014,  
Dover-Sherborn Regional School Committee November 4, 2014  
April 7, 2020, April 28, 2020

ADOPTED: April 28, 2020

SOURCE: MASC

## SCHOOL ADMISSIONS

### Admission to Course of Study

- (1) Each and every course of study offered by a public school shall be open and available to students regardless of race, color, sex, religion, disability, sexual orientation, national origin. Nothing herein shall be construed to prohibit the use of prerequisite requirements that have been demonstrated to be essential to success in a given program. However, if participation in a course or program is dependent upon completion of a prerequisite which was previously limited to students of one sex, or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any class of students to participate in such prerequisites, then all members of the previously excluded group shall be given the opportunity to acquire the prerequisites or be allowed to enter the program without such prerequisites. If it cannot be shown that a prerequisite is essential for success in a given program, the prerequisite shall be abolished.
- (2) The determination of what courses or units of study are to be required of any student shall also be made without regard to the race, color, sex, national origin, disability, sexual orientation, religion status of that student.
- (3) The scheduling of students into courses or units of study shall not be done on the basis of sex, color, race, religion, disability, sexual orientation, national origin.
- (4) Each student, regardless of race, color, sex, national origin, religion, disability, sexual orientation, limited English-speaking ability shall have equal rights of access to courses of study and other opportunities available through the school system of the city or town in which he/she resides, along with appropriate bilingual instruction and programs or other curriculum offerings of a supportive nature such as appropriate remedial programs.
- (5) Nothing in 603 CMR 26.03 shall be construed to prevent particular segments of a program of instruction from being offered separately to each sex when necessary in order to respect personal privacy.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A  
603 CMR 26:01; 26:02; 26:03

FIRST READING: October 21, 2014

SECOND READING:

ADOPTED:

SOURCE: MASC

**NON-RESIDENTS: ATTENDANCE IN ADVANCE OF RESIDENCY**

The changes have been recommended to the Joint School Committee (April, 1996) and approved in the new policy file.

The Dover-Sherborn Public Schools will allow attendance by out-of-district children whose family is either building a home or waiting to take occupancy of a house. Sixty calendar days will be allowed before tuition is charged on a pro-rated per diem basis.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

**NON-RESIDENTS: INDIVIDUALLY INITIATED ARRANGEMENTS**

- A. A child residing temporarily in the Dover-Sherborn Public Schools district other than the legal residence of his/her parent/guardian for the special purpose of their attending school, the town or the regional district may recover tuition from the parent/guardian.

The tuition shall be the net cost per pupil for the previous school year.

- B. Resident Seniors who attend Dover-Sherborn Regional High school may continue and complete the school year without payment of tuition if during the school year they moved their residence to another town. The Dover-Sherborn Regional School Committee shall not be responsible for transportation of such pupils.
- C. Requests for out-of-district attendance in the Dover-Sherborn Public Schools will be considered individually. A school committee may, acting upon the recommendation of the Superintendent, approve such requests when convinced that an emergency situation exists.

Also, to be considered would be the availability of staff and facilities. Each case shall be reviewed annually. The town or the regional school district may recover tuition from the parent/guardian. The tuition shall be the net cost per pupil for the previous school year.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **FOREIGN STUDENTS: INTERNATIONAL EXCHANGE ARRANGEMENTS**

Foreign exchange students sponsored by the American Field Service shall be allowed to attend Dover-Sherborn Regional High School with a tuition waiver whenever such arrangements are made satisfactorily to the Headmaster and Superintendent of Schools.

The following conditions apply to all foreign exchange students:

1. The student must reside with a resident of one of the member towns;
2. The student must demonstrate proficiency in reading, writing, and speaking at a grade-appropriate level as corroborated by the school; and
3. The student must seek entrance for an entire school year.

### **Visiting Foreign Students**

Students on temporary visas shall be allowed to attend the Dover-Sherborn Public Schools with tuition waiver provided there is advance notice to provide adequate time to arrange a proper program for each student. Under normal circumstances, a thirty-day notice will be required.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                            May 22, 2012  
SOURCE:                              Dover-Sherborn Regional Committee

## **PLACEMENT OF TRANSFER STUDENTS**

A student's previous school experience and grade placement (K-12) will be recognized. If a student transfers into the Schools with insufficient records and/or an unusual background, the Principal may request an evaluation prior to placement.

The Schools will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

**NON-RESIDENTS: INTERDISTRICT EXCHANGE ARRANGEMENTS  
METROPOLITAN COUNCIL FOR EDUCATIONAL OPPORTUNITY (METCO)**

The Dover-Sherborn Public Schools endorse the concepts and goals of METCO and will participate in its program by accepting students on an available space basis as recommended each year by the Superintendent of Schools.

FIRST READING: January 25, 2011  
SECOND READING: May 22, 2012  
ADOPTED: May 22, 2012  
SOURCE: Dover-Sherborn Regional Committee

## CHILDREN AND YOUTH IN TRANSITION POLICY

Although children and youth who lack permanent housing are sometimes referred to as "homeless," it is the policy of the Dover-Sherborn Public Schools to view children as individuals. Therefore, this policy will use the term, "children and youth in transition," rather than "homeless children."

In order to provide children and youth who have lost their housing and/or lack permanent housing equal access to free, appropriate public education, it is the objective of the Dover-Sherborn Public Schools to remove barriers to the enrollment and retention of children and youth in transition in accordance with state and federal law. Each individual will be provided services for which the student is eligible, comparable to services provided to other students in the school, regardless of residency, including transportation services, educational services, vocational and technical education programs, preschool programs, Title I programs and school nutrition programs.

The McKinney-Vento Homeless Assistance Act protects the educational rights of children and youth in transition. It provides grants and legal protections so that these children can enroll in school, stay in school, get transportation to school and do well in school. Because it is a federal law, the McKinney-Vento Act overrules state and local policies.

Information regarding this policy will be distributed to all students upon enrollment.

### **Definitions**

The Massachusetts Department of Education has adopted Section 725(2) of the McKinney-Vento Homeless Assistance Act regarding the definition of homeless children and youth:

- *Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as a regular sleeping accommodation for human beings.*

This definition shall include:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and

- Unaccompanied youth—a youth not in the physical custody of a parent/guardian.

In addition, according to McKinney-Vento, a **fixed residence** is one that is stationary, permanent, and not subject to change. A **regular residence** is one which is used on a regular (i.e., nightly) basis. An **adequate residence** is one that is sufficient for meeting both the physical and psychological needs typically met in home environments. Therefore, **children and youth who lack a fixed, regular, and adequate residence will be considered homeless.**

**Enroll** and **enrollment** shall mean attending classes and participating fully in school activities.

**School of origin** shall mean the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

### Liaison

The Superintendent shall designate at least one staff member in the district to serve as the Children and Youth in Transition Liaison, whose role will be to fulfill the duties set forth in state and federal law. The Liaison for the Dover-Sherborn Public Schools is the Superintendent of Dover-Sherborn Public Schools.

### Student's Rights to School Selection

The Dover-Sherborn Public Schools, in accordance with the best interests of children and youth in transition will:

- Either continue the student's education in the school of origin until the end of the year in which the student obtains permanent housing.
- Or enroll the student in a public school that non-children and youth in transition who live in the attendance area in which the child or youth is actually living are eligible to attend.

### Enrollment

As required by the McKinney-Vento Homeless Education Assistance Act, the Dover-Sherborn Public Schools will immediately enroll children and youth in transition in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. Guidelines for implementing the new enrollment requirements are as follows:

- Children and youth in transition have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them; and
- If a child or youth in transition arrives without records, the district's designated Liaison must assist the family and contact the previously attended school system to obtain the required records.

The Massachusetts Department of Education, in consultation with the department of Public Health, advises that, in the absence of an emergency or epidemic of disease, the health risk of enrolling children and youth in transition prior to receiving proof of immunization is minimal.

### Transportation Services

The Dover-Sherborn Public Schools will ensure that transportation is provided, at the request of the parent/guardian (or in the case of unaccompanied youth, the Liaison), to and from the school of origin. Furthermore:

- If the child or youth in transition continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation.
- If the child or youth in transition moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

The Dover-Sherborn Public Schools will provide transportation services to children and youth in transition that is comparable to that which is received by other students. In addition, the Liaison will ensure that the parent/guardian of a child or youth in transition, and any unaccompanied youth, is fully informed, in the language of the home, of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.

### Services

#### *Access to Child Nutrition Programs*

It is the policy of the Dover-Sherborn Public Schools to ensure that children and youth in transition are able to participate in federal, state, or local food programs. School lunch and other nutrition programs offered by the district will be made available to children and youth in transition. Eligibility for free meal benefits has been revised to allow benefits to be made available as soon as possible.

- Documentation of children and youth in transition will be accepted from the Liaison or the director of the shelter where the student resides.
- Documentation to substantiate free meal eligibility that is acceptable in lieu of a free and reduced price meal application may consist of the child's name or list of names, effective date(s) and the signature of the Liaison or the director of the shelter where the student resides.
- The school district will ensure that the school food service department is promptly advised when children leave the school or are no longer considered in transition. (When the student is no longer in transition, the school will provide the household with an application for free and reduced price meals.)

- A child or family may temporarily reside with another household and still be considered homeless. In these cases-the household size and income of the host family are not taken into consideration in determining the free meal eligibility for the children) designated as children and youth in transition by the Liaison.
- When a host family applies for free and reduced price meals for their own children, the host family may include the homeless family as household members if the host family provides financial support to the homeless individuals, but any income received by the homeless family must also be included.
- Free meal eligibility for children and youth in transition is based on the documentation provided by the Liaison, even when the child is included on the host family's free and reduced price meal application. The host family's eligibility will be re-evaluated if the household changes.

### Dispute Resolution

If a dispute arises over any issue covered in this policy, the Dover-Sherborn Public Schools will utilize the following procedures for Dispute Resolution:

1. A student must be allowed to attend the school whose district is challenging the student's right to attend until the Commissioner of Education or the Commissioner's designee makes a final decision regarding the dispute. The challenging school district must continue to provide transportation and other school services to the student until the dispute is resolved.
2. The dispute resolution process begins at the time a school/district challenges the right of either a parent/guardian to enroll a child or to continue a child's enrollment in school, or in the case of an unaccompanied youth, the youth's right to enroll or to continue enrollment in the school.
3. When a school or school district challenges the enrollment of the child or an accompanied youth, the school or school district must:
  - a. Provide notice of the challenge to the district Liaison and the parent/guardian, or unaccompanied youth, through the Liaison, on the day of the challenge using a form entitled, "Homeless Education Advisory 2003 - 7A: School district Notification of Enrollment Decision."
  - b. Provide notice of the right to appeal the challenge to the parent/guardian or unaccompanied youth, through the Liaison. This notice must include a form, entitled, "Homeless Education Advisory 2003 - 7B: Appeal of School District's Enrollment Decision" (copy attached), to be completed by the parent/guardian or unaccompanied youth should he or she decide to appeal the school district's enrollment decision.
  - c. Notify the Massachusetts Department of Education of the challenge on the day of the challenge and provide the Department of Education with copies of all notices given to the parent/guardian or unaccompanied youth.

4. The Liaison will provide the parent/guardian or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process. The notice must inform the parent/guardian or unaccompanied youth of the option to obtain independent information and must list several Massachusetts Advocates for the Education of Homeless Children and Youths (MAEH CY) contacts, their address, telephone numbers and e-mail addresses.
5. A school district will have two working days to review its initial decision and make a final decision as to the position taken, i.e. whether it will continue to challenge the right of the student to be enrolled. During the time, the Massachusetts Department of Education may provide technical assistance to the school district regarding its decision, by notifying the school district as to the requirements of McKinney-Vento and other applicable state and federal laws.
6. The final decision of the school district must be made in writing and must be made by the Superintendent. The decision must state all factual information upon which it is based and the legal basis in support thereof.
7. If the final decision by the school district is adverse to the position of the parent/guardian or unaccompanied youth, a copy of this written decision must be provided to the Massachusetts Department of Elementary and Secondary Education, the Liaison and through him/her to the parent/guardian on the same day it is made (no later than the end of the two working days from the initial determination).
8. The Commissioner shall have two working days following receipt of the appeal by the parent/guardian or unaccompanied youth to issue a decision. The decision of the Commissioner shall be final.

In making determinations regarding enrollment and the subsequent provision, of transportation if necessary, the Commissioner will be guided by the following excerpts from the U.S. Department of Education (USDOE) Non Regulatory Guidance:

- "Best Interest of the Child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent/guardian or unaccompanied youth."
- Feasibility: shall be determined utilizing the guidance provided in G-4: "As stated above, to the extent feasible, a district must educate a homeless child or youth in his or her school of origin, unless doing so is contrary to the wishes of the parent/guardian or unaccompanied youth. The placement determination should be a student-centered, individualized determination."

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Previously adopted by Dover, Sherborn, Dover-Sherborn Regional School Committees on October 26, 2004

## NEIGHBORING SCHOOL DISTRICTS – STUDENTS WITH SPECIAL NEEDS

The Superintendent of Schools may make special arrangements for the admission of students with special needs when there is space available in a program with adequate staff. Each student applicant will have had a complete evaluation including a diagnostic report for the Superintendent's use in his/her screening procedures. Tuition rates shall be set by the School Committees each year or by the appropriate collaborative (T.E.C., ACCEPT) sponsoring the class.

FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	Dover-Sherborn Regional Committee

## SCHOOL CHOICE

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

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

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B  
Board of Elementary and Secondary Education regulations 603 CMR 26:00

FIRST READING: October 21, 2014

SECOND READING: Dover School Committee October 29, 2014  
Dover Sherborn Regional School Committee November 4, 2014  
Sherborn School Committee November 18, 2014

ADOPTED: November 18, 2014

SOURCE: MASC

## **TRANSFER OF STUDENTS**

Two transfer cards shall be completed for each student who transfers out of the Schools or from one school to another within the system. The student shall be given one transfer card and his/her report card to take to the new school.

LEGAL REFS.: M.G.L. 71:34A; 76:13  
FIRST READING: January 25, 2011  
SECOND READING: May 22, 2012  
ADOPTED: May 22, 2012  
SOURCE: Dover-Sherborn Regional Committee

## STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committees recognize that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents/guardians will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

LEGAL REFS.:	M.G.L. 76:1; 76:16; 76:20
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	Dover-Sherborn Regional Committee

## EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

### Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, as fixed by the School Committee as provided in Massachusetts General Laws;

Having been expelled during the same school year from the Schools **or any district in the Commonwealth**

Not being a resident of either Sherborn or Dover **and the Schools have opted not to participate in the School Choice Law;**

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS:	M.G.L. 71:37H; 76:12; 76:12A; 76:12B 603 CMR 26.00
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	Dover-Sherborn Regional Committee

## STUDENTS RIGHTS AND RESPONSIBILITIES

The School Committees have the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights—including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committees' belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committees to make, and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71.37H; 71:82 through 71:86

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **FREEDOM OF EXPRESSION**

Freedom of speech is a constitutional right guaranteed to all citizens. The Schools must make every effort to provide for the free expression of ideas, unless this interferes with the educational process. All students have the right to hear different points of view consistent with their maturity level.

Students must be free to express their point of view as long as they do not attempt to coerce others to accept this view.

A student has the right to legal protest through proper channels, providing that such protest does not directly interfere with the educational process or result in harm to other persons or property, and does not abridge the rights of others.

A student has the right to pass out political leaflets or any other form of legal literature before and after school hours, providing the student assumes responsibility for picking up any litter that may result.

Students shall have the responsibility to develop tolerance for the viewpoints and opinions of others and to recognize the right of other individuals to form different points of view.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committees will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committees' meetings and granted privileges of speaking in line with the privileges extended to the general public.

### Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

LEGAL REF.:	M.G.L. 71:38M
CROSS REF.:	BDF, Advisory Committees to the School Committee
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

**STUDENT ADVISORY COMMITTEE**

The Dover-Sherborn Regional District School Committee shall meet at least once every other month during the months school is in session with the Student Advisory Committee. The Student Advisory Committee shall consist of five representatives from grades 9 to 12.

- 1. Students have the right to an elected and representative student government. Student government representatives shall share in the formation of general school policies, discuss matters of faculty/student relations, and other matters of student concern.
- 2. Students have the responsibility to participate actively in the student government process, to make sure that all students are allowed to vote and that offices are open to all who qualify. Students may be invited to school meetings by the administrator conducting the meeting.

LEGAL REF.: M.G.L. 71:38M- Student Advisory Committees to School Committees

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

### Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian. The notice will include:

- (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 Principal 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/guardian to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the Principal:
  - 1. the rights set forth in 603 CMR 53.08 (3)(b); and
  - 2. the right to appeal the Principal's decision to the Superintendent.

#### Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and 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 Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian 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 Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

### Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the 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, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; 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; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian 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/guardian 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 the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

#### Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall 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, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall 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/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall 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/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

## Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

## Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or

school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, will receive education services and have the opportunity to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or suspended. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

#### Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

REVISED: APRIL 10, 2017; January 17, 2018

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

First Read: April 7, 2020, April 28, 2020

Second Read: April 28, 2020

Adopted: April 28, 2020

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced.

## **STUDENT DRESS CODE**

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parents/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committees' requirements of student conduct on buses rests with the Headmaster/Principal.

Students and their parents/guardians are reminded that the privilege to be granted transportation to and from school, if abused, can be revoked.

Restoration of that privilege will only take place after a meeting between the student's parents and the Headmaster/Principal. The Headmaster/Principal may impose additional conditions as individual circumstances warrant.

Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committees.

Parents/guardians and students will be informed of these regulations at the beginning of each school year, and parents/guardians will be asked to return signed forms indicating that the regulations have been received and read.

CROSS REF:	EEAEC
LEGAL REFS.:	M.G.L. Chapter 31A of the Acts of 1973
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

**STUDENT PUBLICATIONS**

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

The School Committees will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

- LEGAL REF.: M.G.L. 71:82
- FIRST READING: January 25, 2011
- SECOND READING: May 22, 2012
- ADOPTED: May 22, 2012
- SOURCE: MASC

## **GANG ACTIVITY/SECRET SOCIETIES**

### **Gang Activity**

The goal of the School Committees is to keep schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

### Symbols

The School Committees find that gang symbols are inherently disruptive to the educational process, and therefore prohibit the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committees further prohibit any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises on individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

### Prevention Education

The School Committees realize that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

### **Secret Societies**

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committees hereby deem that no student, employee or school organization under the control of the School Committees shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committees shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the Schools are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## HAZING

### CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by 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 be contrary, consent shall not be available as a defense to any prosecution under this action.

### 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.

### CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, 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 a report.

FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	Dover-Sherborn Regional Committee

## **BULLYING PROHIBITION POLICY**

The Dover-Sherborn Public Schools (the ~~Schools~~) are committed to maintaining a school environment where students are free from Bullying and the effects thereof.

In accordance with Massachusetts law, the Schools maintain the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan (the ~~Plan~~) that sets out in detail the Schools' procedures for handling allegations and incidents of Bullying and Retaliation. The Plan is available [**here – hyperlink**] and on each of the school's websites.

### **Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

The Schools absolutely prohibit Bullying and Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying. When Bullying and/or Retaliation is alleged, the full cooperation and assistance of parents and families are expected.

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

Bullying is prohibited:

- (i) on school grounds; property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

### **Definition of Bullying**

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

- 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.

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

Cyber-Bullying, as defined in M.G.L. c.71, s. 37O is Bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

Cyber-Bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions of the definition of Bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions of the definition of Bullying.

### **Definition of Retaliation**

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.

### **Incident Reporting**

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student must report it to the Principal/Headmaster or Assistant Principal/Headmaster of the target's school. If the Principal/Headmaster is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the particular

school's School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Reports of Bullying and Retaliation may be submitted orally, in writing, or by submitting the *Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form* which is available on each school's website. Hard copies of the Form are also available at each school's main office, guidance office, and nurse's office.

### **Investigation**

The Principal/Headmaster or designee will investigate as soon as reasonably possible a report of Bullying or Retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The investigation will include, among other things, interviews of students, staff, witnesses, parents or guardians, and others as necessary. Procedures for investigating reports of Bullying and Retaliation will be in accordance with the Plan and consistent with school or district policies and procedures.

### **Determination**

If the determination is made that Bullying and/or Retaliation has occurred, the Principal/Headmaster or designee will take appropriate disciplinary action, notify the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student, the parents or guardians of the alleged aggressor(s). If it is believed that criminal charges may be pursued against the aggressor, the Principal/Headmaster will notify the Superintendent and the appropriate local law enforcement agency.

### **Responses to Bullying and Retaliation**

Students who are determined to have engaged in Bullying or Retaliation will be subject to disciplinary action in accordance with the Plan and each school's policies and procedures. Disciplinary action taken will balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following:

- verbal warning
- written warning
- reprimand
- detention
- short-term or long-term suspensions from school

Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of Bullying or Retaliation but nevertheless is inappropriate for the school environment.

As set out in greater detail in the Plan, if Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school

or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved.

### **Closing the Complaint and Possible Follow-Up**

School staff will provide notice as soon as reasonably possible to the parent/guardian of the target(s) and the aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of Bullying or Retaliation. Specific information about disciplinary action taken will not be released to the target's parents or guardians—unless it involves a directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

LEGAL REF:	M.G.L. c. 71, sec. 37O
FIRST READING:	January 25, 2011, June 11, 2019
SECOND READING:	May 22, 2011, October 1, 2019
ADOPTED:	May22, 2011, October 1, 2019
SOURCE:	

## **TOBACCO USE BY STUDENTS**

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all schools. All forms of tobacco use shall be prohibited on all property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

### Procedures

The following consequences escalate for one school year. Infractions shall not carry over from one school year to the next. Each student shall receive a fresh start with each new school year.

First offense--will result in detention, work detail, smoking cessation class, or other measures as deemed appropriate by the building administrator. Implementation of these consequences will be based on specific circumstances and individual students in compliance with each school's established procedures.

Second offense--will result in a one-day suspension.

Third offense--will result in a three-day suspension or one-day suspension with completion of a designated smoking cessation program.

Fourth offense--will result in a five-day suspension or a two-day suspension with completion of a designated smoking cessation program.

Fifth offense--will result in a recommendation for expulsion for insubordination.

LEGAL REF:	M.G.L 71:37H
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

## DRUGS

The growing use of drugs is a problem of the total society- one which schools cannot solve by themselves. Because students spend an average of six hours daily in schools, school personnel are in positions where they can make a vital difference in students' decisions to endorse or avoid drug abuse. All school staff should recognize that the welfare of the student is the primary concern and that proper handling of drug abuse situations by school personnel is essential. Administrators should make every effort to ensure that this policy is understood by the faculty and the student body.

### **Curriculum and Coordination**

The overall education program should (1) work to create an understanding of the physical and psychological effects that drugs have on the mind and body, and (2) further an awareness of the sociological effects of drug abuse on the individual, family, and the larger community. The curriculum should provide a planned sequential experience K-12 enabling students to acquire factual knowledge and information. In addition, up-to-date materials and curriculum guides should be available for the staff.

The Schools will cooperate with other concerned community agencies, keep alert to new developments; when necessary, arrange for in-service training for staff; and coordinate all staff efforts in this area.

### **Policy for School Handling of Students Believed to be Involved with Drugs**

**Staff Role-** When a student shows marked changes in classroom attendance, academic achievement, and/or physical or emotional patterns, and a staff member has reasonable evidence that a student is involved in drug abuse, the staff member may seek to help that student by making a confidential request for assistance through the school nurse, the Assistant Principal, the Principal, or other designated personnel. School policy and procedures for handling students who appear to be under the influence of drugs are basically those used for students showing signs of illness. Staff members should not make direct accusations.

**Administrator's Role-** The procedure is the same for any student showing signs of illness. Once it is established that drug abuse is involved, the school works with a doctor and the family to help the child. If the student's presence in school is disruptive, and/or he/she is not profiting in any way from the academic program, and his/her parents/guardians reject a suggested voluntary withdrawal from school, then the suspension and/or expulsion proceedings may be instituted.

### **Procedure for Students Believed to be Possessing, Selling Dangerous Drugs on School Property and/or Attending School Functions**

This is a legal matter. One cannot disregard the fact that the school and its members have no immunity from the law. However, care must be taken that constitutional rights are not abrogated. If illegal possession or sale is discovered, parent/guardians should be notified and then police informed.

### **Locker Search**

Only for clearly compelling reasons and after consultation with the designated building administrators will the school give its staff the right for individual or generalized inspection of lockers.

### **Confidentiality**

This is probably the central issue in the creation and implementation of school drug policies. The teacher's relationship to the student is potentially one of the most promising instruments to effect attitudinal and behavioral change. When a student confides to a teacher that he/she is using drugs, the teacher should be honest and forthright with the student, try to help the student understand the full ramifications of drug involvement and then encourage the student to make his/her own decision for positive action. Emphasis should be placed on assisting the student toward determining a more constructive course of behavior.

School people in counseling role or confidante (i.e., this may be anyone on the school staff from whom the student seeks guidance) have a primary obligation to respect the integrity and promote the welfare of the student being counseled. When the counselor, however, learns of conditions that are likely to be harmful to other students, the counselor should report the conditions to the appropriate school administrator.

If the counselee's condition is such as to require others to assume responsibility for him/her, or when there is clear and imminent danger to the counselee or others, the counselor is to report this fact to appropriate school authorities and/or take such other emergency measures as the situation demands. Each individual (students, parent/guardian and staff in a counseling role) must weigh the balance between what is good for the counselee and in perspective of what is good for the total community.

### **Treatment and Rehabilitation**

The schools are not responsible for treatment and/or rehabilitation. The appropriate building Principal may request, if he/she determines the case warrants such action, a medical leave of absence. Re-admittance will be based on either a psychiatric or medical evaluation or both.

### **Alcoholic Beverages**

The use of, serving of, or consumption of any alcoholic beverage on school property or at school functions is prohibited. Further, any person may be barred from any school sponsored activity if he/she has been drinking alcoholic beverages prior to his/her attendance at or participation in a school sponsored activity.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                         May 22, 2012  
SOURCE:                         Dover-Sherborn Regional Committee

## **ALCOHOL USE BY STUDENTS**

In view of the fact that the use of alcohol can endanger the health and safety of the user, and recognizing the deleterious effect the use of alcoholic beverages can have on the maintenance of general order and discipline, the School Committees prohibit the use of, serving of, or consumption of any alcoholic beverage on school property or at any school function.

Additionally, any student, regardless of age, who has been drinking alcoholic beverages prior to attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco  
GBEC, Drug Free Workplace Policy

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## **PREGNANT STUDENTS**

The Dover-Sherborn Public Schools wish to preserve educational opportunities for those students who may become pregnant and/or take on parent/guardian responsibilities.

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 Dover-Sherborn Public Schools do not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.:                   M.G.L. 71:84  
  Title IX: 20 U.S.C. § 1681  
  34 CFR § 106.40(b)

FIRST READING:                January 25, 2011

SECOND READING:             May 22, 2012

ADOPTED:                        May 22, 2012

SOURCE:                         MASC

## **MARRIED STUDENTS**

Married Students should be allowed to complete their educational requirements and achieve a high school diploma.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## SEARCHES AND INTERROGATIONS

### Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

### Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent/guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## **SEARCH AND SEIZURE**

Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. Students, however, have the right to privacy in their lockers, and desks consistent with the rules which have been established. No school official shall inspect these unless there is a reasonable cause to believe that prohibited articles are kept there.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

## STUDENT COMPLAINTS AND GRIEVANCES

The School Committees recognize that there may be conditions in the Schools that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the Schools will be continued. Students--and their parents/guardians -- who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to a School Committee, which possesses the ultimate authority for discipline in the Schools.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the Principal, staff members, or School Committee members who may be involved.

LEGAL REF.:	M.G.L. 76:17
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

## CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The School Committees believe that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the Schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The Schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents/guardians in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the School, the parents/guardians, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

LEGAL REF.: M.G.L. 71:47  
603 CMR 26:06

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## **STUDENT ORGANIZATIONS**

### Student Organizations

Student organizations in the Schools shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committees' policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the Principal.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the Schools or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

### Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate School administrator for review of the Principal's decision.

LEGAL REF.: 603 CMR 26.00

FIRST READING: January 25, 2011, April 7, 2020

SECOND READING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC 2019

CROSS REF: JICF, Gang Activities/Secret Societies

## CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted at such schools which restrict students' participation on the basis of race, color, sex, religion, disability, sexual orientation, national origin, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extracurricular activity because of the race, color, sex, religion, disability, sexual orientation, national origin of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to insure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by its School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and sex.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.
- (8) Participation in extracurricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extracurricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one sex or any racial, religious, or ethnic group represented in the school from participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47  
603 CMR 26.06

FIRST READING: October 21, 2014

SECOND READING:

ADOPTED:

SOURCE: MASC

## **FUNDRAISING**

No fundraising activities may take place in the High School without prior permission of the Student Activities Director and the Headmaster. This policy is applicable to all organizations, classes, clubs and teams within the Dover-Sherborn Regional High School.

When a fundraising activity is completed, a financial report must be filed with the Student Activities Director and the Headmaster.

FIRST READING:	October 21, 2014
SECOND READING:	February 24, 2015
ADOPTED:	February 24, 2015
SOURCE:	Dover-Sherborn Regional Committee

## STUDENT FUNDRAISING ACTIVITIES

In general, the Committees disapprove of fundraising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fundraising activity approved by the Superintendent.
4. Proposals to raise funds for charitable purposes or for benefit of the school or community (for example: American Field Service activities, United Nations, or scholarship funds) provided such proposals have been individually approved by the building Principal and Superintendent.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

CROSS REFS.: JP, Student Gifts and Solicitations  
KHA, Public Solicitations in the Schools

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the Schools and are subject to policies established by the School Committees and the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, School Committees:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised.
2. Authorizes the Town Treasurers to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committees' policy.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established for each school by School Committees' policy.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.

For accounts with limits that exceed \$25,000.00, the Massachusetts Department of Elementary and Secondary Education recommends that districts consider an audit conducted by an outside accounting firm every two to three years.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## **CONTESTS FOR STUDENTS**

Individual schools may cooperate with community organizations and agencies desiring to sponsor activities in the Schools when they keep with the purposes and educational aims of the school. Such activities must be integrated into the school program without disruption or loss of instructional time for students and without imposing an unreasonable added workload on school staffs. Involvement in contests shall be approved by the appropriate administrator.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## STUDENT TRAVEL

All student trips which include late night or overnight travel must have prior School Committee approval. Initial approval by a School Committee is required before engaging students in fundraising activities. School Committees will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. School Committees require that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the Schools and in school buildings. School Committees will only review for approval school-sanctioned trips. School Committees will not review or approve trips that are privately organized and run without school sanctioning.

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002  
M.G.L. 69:1B; 71:37N

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## STUDENT TRAVEL REGULATIONS

### 1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of ~~conditional~~ or ~~unsatisfactory~~. FMCSA ratings are available at <https://ai.fmcsa.dot.gov/SMS/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

### 2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered ~~optional school programs~~ and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

### 3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA) [www.fmcsa.dot.gov](http://www.fmcsa.dot.gov)

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes –Motorcoach Safety Checklist)[www.uma.org/consumer/student-transportation/](http://www.uma.org/consumer/student-transportation/)

Department of Defense’s approved list of motor carriers [www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf](http://www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf)

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9,2002  
M.G.L.  
69:1B;  
71:37N;  
71:38R 603  
CMR 27.00

FIRST READING: January 25, 2011, April 7, 2020

SECOND READING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC

CROSS REF: IJOA, Field Trips, ADDA, Background Checks

## **INTRAMURAL ATHLETICS**

The School Committees intend to develop fundamental skills of sports and athletics. In line with this overall goal, physical education at all levels and intramural activities at the Middle School and Senior High levels will be emphasized. The physical education and intramural athletic programs will provide for basic skill development in a variety of activities, with particular emphasis on those that will allow for carryover experiences beyond public schooling.

Of particular concern to the Dover-Sherborn Regional School District School Committee will be that the emphasis on athletics at the Middle School level should not be on competitive interscholastic sports. Here again, the desired emphasis will be on the development of fundamental skills through group activities in a comprehensive intramural program.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                         May 22, 2012  
SOURCE:                             Dover-Sherborn Regional Committee

## INTERSCHOLASTIC ATHLETICS

In relationship to athletics at the Dover-Sherborn Regional High School, the Dover-Sherborn Regional School Committee subscribes to the rules and regulations of the Massachusetts Interscholastic Athletic Association because of its effort to keep athletics on a high standard of educational values.

Pupils must have permission of parents/guardians to engage in interscholastic sports.

Eligibility and ineligibility of pupils shall be determined by the Headmaster. A student may be declared ineligible to compete or be expelled from athletics, even though he/she may have met the standards set by the M.I.A.A., for any of the following reasons:

1. Insubordination
2. Conduct unbecoming a student or sport participant
3. Infraction of school regulations
4. Breaking training rules (as defined in the Coach's Handbook)
5. Inadequate academic record according to local standards

LEGAL REF.: M.G.L. 71:47

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **INTERSCHOLASTIC ATHLETICS**

The School Committees believe that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committees and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committees are aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

LEGAL REFS.:	M.G.L. 71:47; 71:54A 603 CMR 26.06
CROSS REFS.:	AC, Nondiscrimination (and subcodes)
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

## **CONCUSSION MANAGEMENT**

The Schools are committed to ensuring the health and safety of our student-athletes. The Athletic Director of Dover Sherborn Regional 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 will be notified of a head injury by the coach and/or athletic trainer so the parent 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:

- 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.
- 2) Student-athletes will be retested using the ImPACT software to assure normal neurological function.
- 3) After successful results at retest, Student-athletes will be ImPACT tested after exertion tests.
- 4) After successful exertion ImPACT tests are complete, non-contact sport specific exertion ImPACT testing is performed.

- 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.
- 6) Student-athlete's parent/guardian will be notified.

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

## STUDENT DISCIPLINE

Each Principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Advance notice of the types of conduct that are prohibited in the school setting and the range of potential discipline that may result;
2. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
3. Standards and procedures for suspending or expelling

students. Suspension and Expulsion Procedures

### In General

Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Only a School Committee, however, may expel students, unless the offense is one governed by M.G.L. ch. 71, Sections 37H or 37H1/2 (see below). Expulsion is defined as a student's permanent exclusion from the Dover-Sherborn Public Schools.

A School Committee shall consider the expulsion of a student as provided for in M.G.L. ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. A School Committee will adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the student will be provided with written notice of the following:
  - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
  - b. Date, time and location of the hearing;
  - c. Right at the hearing to be represented by legal counsel (at the student/parent's/guardian's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before a School Committee will be held in executive session unless the student or the parent/guardian requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.
3. Upon request, a student and/or parent/guardian may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. A Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the basis for the decision.

5. If a Committee decides to expel the student but to allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

M.G.L. ch. 71. Sections 37H and 37H ½

ch. 71, Section 37H authorizes a Principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon (including a gun or knife)
- possession of a controlled substance (including marijuana, cocaine, heroine)
- assault on educational staff

Any student who has been expelled under Section 37H has the right to appeal the Principal's decision to the Superintendent of Schools.

ch. 71, Section 37H ½ authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the Principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the Principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school." Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the Principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

Discipline of Students Subject to the Individuals with Disabilities Education Act.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq, and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

Exclusions for More Than 10 Cumulative School Days

In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same school year, the student's special education Team, which includes the parent(s)/guardian(s), must develop a plan for a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide alternative services to the extent necessary for him/her to progress in the curriculum and in the IEP goals.

Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in

placement." When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s)/guardian(s) consent(s) to, a new Individualized Education Plan.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent/guardian has a right to request an expedited due process hearing from Bureau of Special Education Appeals. While the appeal is pending, the student is entitled to remain in his/her current educational placement (except in the case of weapons, drugs or dangerousness).

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.

#### Additional Information Available

Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from:

Administrator of Special Education, Dover Elementary Schools - (508) 785-0480  
Administrator of Special Education, Sherborn Elementary Schools - (508) 655-0207  
Administrator of Special Education, Dover-Sherborn Regional Schools - (508) 785-0624  
or  
Superintendent of Dover-Sherborn Public Schools - (508) 785-0036

#### **Discipline of Students Subject to Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does the IDEA. Additional information regarding such procedural protections may be obtained from:

Administrator of Special Education, Dover Elementary Schools - (508) 785-0480  
Administrator of Special Education, Sherborn Elementary Schools - (508) 655-0207  
Administrator of Special Education, Dover-Sherborn Regional Schools - (508) 785-0624  
or  
Superintendent of Dover-Sherborn Public Schools - (508) 785-0036

File: JK

LEGAL REFS.: M.G.L. 71:37H and 37L; 76:16 and 17  
Chapter 380 of the Acts of 1993  
Chapter 766 Regulations, S. 338.0  
Mass. Dept. Of Education, Advisory Opinion on Student Discipline,  
January 27, 1994

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

Previously adopted by Dover-Sherborn Regional School Committee  
November 6, 2001

Previously adopted by Dover and Sherborn School Committees  
January 22, 2002

SOURCE:

## **CORPORAL PUNISHMENT**

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Established by law

LEGAL REF.:	M.G.L. 71:37G
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

## PHYSICAL RESTRAINT OF STUDENTS IN DOVER-SHERBORN PUBLIC SCHOOLS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Dover-Sherborn Public Schools (the “Schools”). Further, students of the Schools are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from self-injury or from injuring another student or school community member, a teacher, employee or agent of the Schools may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

It is the policy of the Schools to comply with the Department of Elementary and Secondary Education (“DESE”) regulations governing the use of physical restraint, which can be found at [603 CMR 46.00](#) et seq. (the “Regulations”). According to their terms, these Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

### Definitions

The definitions of forms of restraint shall be as defined in [603 CMR 46.02](#), and include the following:

- Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.
- Mechanical restraint shall mean the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.
- Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
- Time-out shall mean a behavioral support strategy developed pursuant to [603 CMR 46.04\(1\)](#) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

## **Prohibitions**

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under [603 CMR 46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited as a means of discipline or punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Physical restraint is prohibited as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

The use of "time-out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion" restraint.

## **Procedures and Training**

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements, including but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by [603 CMR 46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with [603 CMR 46.00](#);
- A process for obtaining Principal approval for a time-out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

## **Review and Complaint**

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Regulations to each Principal, who shall sign a form acknowledging receipt thereof.

Any student, parent/guardian, teacher or staff member may report a complaint concerning restraint practices under the procedures established by the Superintendent for receiving, investigating, and responding to such complaints.

LEGAL REF: M.G.L. c. 71, sec. 37G  
603 CMR 46.00

FIRST READING: December 8, 2020

SECOND READING: January 19, 2021

ADOPTED: January 19, 2021  
Previously adopted May 22, 2012

Previously adopted by Dover-Sherborn Regional School Committee November 6, 2001, by Dover School Committee November 14, 2001, and by Sherborn School Committee January 22, 2002

SOURCE: MASC

## **SUSPENSION OF STUDENTS**

Suspension, the temporary termination of a student's attendance, often until stipulations are met, shall be within the jurisdiction of the appropriate building Principal. Suspension may be invoked for sufficient reason provided the student's parents/guardians are officially notified in advance.

Notification of suspension shall be in writing to the parents/guardians after they have been contacted and the reason for the action explained to them. The Superintendent of Schools is to be informed in every instance.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                         May 22, 2012  
SOURCE:                            Dover-Sherborn Regional Committee

## **EXPULSION OF STUDENTS**

Expulsion, the permanent termination of a student's attendance, is a most serious matter, and should be invoked rarely and only as a last resort. The building Principal should use every means available to discover the cause of the problem and should exhaust all appropriate remedies.

FIRST READING:                January 25, 2011  
SECOND READING:            May 22, 2012  
ADOPTED:                      May 22, 2012  
SOURCE:                        Dover-Sherborn Regional Committee

**POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES  
ASSAULT OF EDUCATIONAL PERSONNEL**

The following are prohibited on school premises or at school-sponsored or school-related events, including athletic games:

1. possession of a dangerous weapon (including, but not limited to, a gun or a knife);
2. possession of a controlled substance as defined in Mass. Gen. Laws, c. 94C (including, but not limited to, marijuana, cocaine, or heroin); and
3. assault of educational staff (including, but not limited to, Principal, Assistant Principal, teacher, teacher's aide).

Any student in grades nine through twelve who is found in violation of this policy may be subject to expulsion from the school or the school district by the school Principal. The following procedures will be followed for such a student who is charged with a violation of this policy:

- (a) The student shall have an opportunity for an informal hearing before the Assistant Principal at which he/she may speak in his/her own defense. If, after such informal hearing, the Assistant Principal has reason to believe that the student has in fact violated the policy, the student shall be suspended immediately.
- (b) The Assistant Principal shall report possession of weapons or controlled substances to the local police chief or their designee. In the case of weapons violation the Assistant Principal shall also report the incident to the Department of Social Services and the school's department of student services for assessment and referral for counseling.
- (c) The student shall be notified in writing of an opportunity for a formal hearing before the Principal on a date which is as soon as is practicable, but in no event more than ten (10) days beyond the date of the student's initial suspension. The written notice shall state: (1) the charge against the student (2) the student's right to be represented by his/her parents/guardians or another person who is not an attorney; and (3) the student's right to present evidence and witnesses in his/her defense and to cross-examine witnesses presented by the school department.
- (d) If, after the formal hearing, the Principal determines that the student has violated this policy, the Principal, at his/her discretion, may decide to return the student to school, to extend the suspension, or to expel the student. The Principal must represent that in his/her opinion, the continued presence of the student in the school will not pose a threat to the safety, security, and welfare of the other students and staff in the school.
- (e) The Principal shall give to the student a written statement containing (1) findings of fact; (2) disciplinary action taken. If the student was expelled from the school district, the notice shall also state (1) the student's right to appeal to the Superintendent if notice of appeal is given to the Superintendent within ten days of the expulsion and (2) his/her right to be represented by counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited to the factual determination of whether the student has violated the policy.

- (f) A report stating the reasons for the student's suspension or expulsion shall be made a part of the student's record.

Students in grades kindergarten through grade eight who violate this policy are subject to (1) suspension by the Principal following appropriate due process, and (2) referral to the police department and the department of social services for further action.

LEGAL REFS:                   20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
                                  M.G.L. 71:37H (Discipline of Students)  
                                  M.G.L. 71:37L (Reports of Weapons Violations)  
                                  M.G.L. 76:17 (Exclusion by the School Committee)  
                                  M.G.L. 269:10 (Reports of Weapons in School to Police)

FIRST READING:               January 25, 2011

SECOND READING:             May 22, 2012

ADOPTED:                     May 22, 2012

SOURCE:                      Dover-Sherborn Regional Committee

## **STUDENT WELFARE**

### **Supervision of Students**

Any School personnel assigned supervision is expected to act as reasonably prudent adult in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised unless an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent/guardian or guardian.

### **Reporting to Authorities- Suspected Child Abuse or Neglect**

Any school official or employee shall report any suspected child abuse or neglect as required by Ch. 119, S51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, School personnel, and the community.

### **Student Safety**

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the searing of protective eye devices in appropriate activities.

### **Safety on the Playground and Playing Field**

The Schools shall provide safe play areas. Precautionary measures which the Schools require shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;

- Instruction of students in the proper use of equipment;

- Supervision of both organized and unorganized activity

**Fire Drills**

The Schools shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

FIRST READING:                    January 25, 2011  
SECOND READING:                May 22, 2012  
ADOPTED:                         May 22, 2012  
SOURCE:                          Dover-Sherborn Regional Committee

## **INSURANCE**

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

FIRST READING:                January 25, 2011  
SECOND READING:            May 22, 2012  
ADOPTED:                      May 22, 2012  
SOURCE:                        Dover-Sherborn Regional Committee

## **STUDENT INSURANCE PROGRAM**

A noncompulsory accident insurance plan totally administered by an insurance company may be made available to students. The Schools do not assume any responsibility regarding service, claims, or other matters relating to the insurance program.

All students participating in competitive athletics shall be required to be covered by a medical insurance plan.

FIRST READING:                January 25, 2011

SECOND READING:            May 22, 2012

ADOPTED:                      May 22, 2012

SOURCE:                        MASC

## STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The Schools recognize that parents/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The Schools shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

### Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents/guardians shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The Schools shall maintain an Emergency Procedures Handbook, which shall be utilized by School personnel for handling emergencies. Emergency procedures shall include the following:

Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

Information relative to not permitting the administration to administer any form of medicine or drugs to students without written approval of parents/guardians. Requests made by parents/guardians for such administration of medication shall be reviewed and approved by the Principal or designee;

Provisions for reporting all accidents, cases of injury, or illnesses to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Schools.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57

CROSS REF.: EBB, First Aid

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent/guardian in order to participate on a squad and will, with the signed consent of parent/guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent/guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## IMMUNIZATION OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent/guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

FIRST READING: January 25, 2011, April 7, 2020

SECOND READING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC

## COMMUNICABLE DISEASES

The Schools are required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the Schools' responsibilities to handicapped children under the law.

The School Committees recognize that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The Schools reserve the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the Schools shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

LEGAL REF.:	M.G.L. 71:55
FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	MASC

**AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME) RESOLUTION**

Whereas, there is a great deal of concern in the community about the history, symptoms, and transmissibility of Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC); and

Whereas, misinformation or lack of knowledge regarding the scope of the disease could result in improper decisions about children's attendance at school; and

Whereas, a comprehensive policy on AIDS and ARC has been developed by the Massachusetts Department of Public Health, which has been adopted by the Massachusetts Department of Elementary and Secondary Education as policy; therefore be it

RESOLVED, that the Massachusetts Medical Society strongly recommends at this time that school systems in the Commonwealth appropriately implement an official policy governing school attendance by children and teachers with Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC) using the guidelines currently developed by the Massachusetts Department of Public Health.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

**AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME)  
SCHOOL ATTENDANCE POLICY\***

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus, Human Immunodeficiency Virus, (HIV), and receiving medical attention are able to attend regular classes.
  - A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
  - B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.
  - C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
  - D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.
2. The child's personal physician is the primary manager of the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV). Management includes acting as the "gatekeeper" for the child's attendance at school in accordance with the policy outlined above.
  - A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school Superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents with an absolute need to know.
  - B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the Superintendent might notify one or more of the following:**
    - . Principal
    - . School Nurse
    - . Teacher

\*NOT INTENDED FOR DAY CARE

- C. Notification should be by a process that would maximally assist patient confidentiality. Ideally, this process should be direct person to person contact.
  - D. If school authorities believe there is evidence of conditions described in #1 in a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), then the school authorities can dismiss the child from the class and request authorization from the child's personal physician so that class attendance is within compliance with the school policy.
  - E. If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.
- 3. Since the child diagnosed as having AIDS or with clinical evidence of infection with the Aids associated virus (HIV) has a somewhat greater risk of encountering infections in the school setting, the child should be excluded from school if there is an out-break of a threatening communicable disease such as chicken pox or measles until he/she is properly treated (possibly with hyperimmune gamma globulin) and/or the outbreak has no longer become a threat to the child.
  - 4. HIV screening is a blood test for detecting the presence of antibody to the HIV virus. Antibodies are substances produced by white blood cells that help fight infection caused by viruses or bacteria. Testing for HIV antibody is not recommended for any purposes other than to assist the child's personal physicians in a highly selected set of clinical decisions. Results of HIV antibody tests are confidential and should not be reported to schools.
  - 5. Blood or any other body fluids including vomit and fecal or urinary incontinence in any child should be treated cautiously. It is recommended that gloves be worn when cleaning up any body fluids.
    - A. These spills should be disinfected with bleach (one part bleach to ten parts water), or another disinfectant, by pouring the solution around the perimeter of the spill.
    - B. All disposable materials, including gloves, should be discarded into a plastic bag. The mop should be disinfected with the bleach solution described in 5A.
    - C. Persons involved in the clean-up should wash their hands afterward.
  - 6. In-service education of appropriate school personnel should ensure that proper medical and current information about AIDS is available.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

\*NOT INTENDED FOR DAY CARE

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## ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent/guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The Schools shall, through the district nurse leader, register with the Department of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

LEGAL REF.: M.G.L. 71:54B  
Dept. of Public Health Regulations: 105 CMR 210.00

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The Schools' guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him in arriving at his own satisfactory solutions.

Guidance services will include: Educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G  
603 CMR 26.04

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## GUIDANCE PROGRAM

Guidance Counselors and other personnel shall represent to the students a broad spectrum of education and career opportunities. Race, color, sex, gender identity, national origin, disability, sexual orientation, religion, and homeless status shall not be considered as limiting factors in career determination.

~~Career Day~~ll programs and other occupational information shall include representatives of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials including pictorial representations to be used to recruit students for employment, including training, that contain a preference of individuals of particular race, color, sex, gender identity, religion, disability, sexual orientation, national origin, or homeless status. Any pictorial representation in such materials, in the aggregate, shall depict members of both sexes and of minority groups.

No material or tests shall be employed for guidance purposes which discriminate and/or limit choices on the basis of race, color, sex, gender identity, religion, disability, sexual orientation, homeless status, or national origin.

LEGAL REFS.: M.G.L. 71:38A through 71:38F;71:46G  
603 CMR 26.04

FIRST READING: Dover School Committee October 28, 2014,  
Dover-Sherborn Regional School Committee November 4, 2014  
April 7, 2020

SECOND READING: April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC

## **STUDENT DRIVING AND PARKING**

The only students who may regularly drive to school are seniors who have registered their cars with the main office of the Dover-Sherborn Regional High School and who comply with school driving regulations. Seniors who abuse the driving regulations will lose their driving privilege. All cars must display the student parking permit on the right rear bumper and be parked in the upper parking lot opposite the Lindquist Commons. Juniors with special needs for purposes of employment may be granted permission to drive to school by the Headmaster.

REF.: Intro. 1973-74 Dover-Sherborn Regional High School

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **ITEMS RELATED TO STUDENT SAFETY**

Children 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 their children.

Parents/guardians may pick up children 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.

To keep parents/guardians informed about elementary aged children, a telephone chain will be established in each school so that parents/guardians may be kept informed about early dismissals and their child's whereabouts. Parents/guardians should keep in mind that phone lines are often not working in emergencies.

Parents/guardians can be very helpful with this process by being absolutely certain that every child has a way of getting into their home should no one be there upon their arrival, or arrange for at least two alternative homes in the neighborhood for children to go to.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **STUDENT GIFTS AND SOLICITATIONS**

Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.

Solicitation of funds for charitable purposes from students of the Schools will be made only as approved by School Committees.

Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

CROSS REFS.:                   GBEBC, Staff Gifts and Solicitations  
                                      JJE, Student Fund-Raising Activities  
                                      KHA, Public Solicitations in the Schools  
                                      KHB, Advertising in the Schools

FIRST READING:               January 25, 2011

SECOND READING:             May 22, 2012

ADOPTED:                      May 22, 2012

SOURCE:                       MASC

## **GIFTS TO STUDENTS**

Nominal gifts to students, such as school calendars and book covers, by business interests are appreciated by the School Committees, providing that the prime purpose of the gift is the students' benefit, and not advertising or soliciting business.

Free materials may be distributed to students and staff in the Dover-Sherborn Public Schools by business and civic organizations if the materials are educational, advisory, and in the students' interest. Although the donors may indicate their identities, the primary purpose of the materials must not be advertising or propaganda.

FIRST READING:                    January 25, 2011

SECOND READING:                May 22, 2012

ADOPTED:                         May 22, 2012

SOURCE:                         MASC

## STUDENT FEES, FINES, AND CHARGES

The School Committees recognize the need for student fees to fund certain school activities. They also recognize that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Committee approval. The Schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

### **Charge for TEC Online Academy Courses**

In conjunction with member school districts, The Education Collaborative (TEC) offers a variety of online enrichment courses through the TEC Online Academy. Enrollment costs are the responsibility of the student.

Information on these courses can be found on either the DSHS or the TEC websites: <http://www.doversherborn.org/highschool/academics/pos/pos.htm>  
[http://www.doversherborn.org/highschool/academics/pos/Final\\_2010-11-TEC-Online-Course-Catalog.pdf](http://www.doversherborn.org/highschool/academics/pos/Final_2010-11-TEC-Online-Course-Catalog.pdf)

### **Charge for lost and damaged books, materials, supplies, and equipment.**

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: MASC

## STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the Schools to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents/guardians and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the Schools. Written notice to the eligible student and his/her parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the Schools.

The Committees wish to make clear that all individual student records of the Schools are confidential. This extends to giving out individual addresses and telephone numbers.

**LEGAL REFS:** Family Educational Rights and Privacy Act of 1974,  
P.L. 93-380, Amended P.L. 103-382, 1994  
M.G.L. 66:10 71:34A, B, D, E, H  
603 CMR 23.00

**CROSS REF:** KDB, Public's Right to Know

**FIRST READING:** January 25, 2011, April 7, 2020

**SECONDDREADING:** May 22, 2012, April 28, 2020

## STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that ~~the~~ board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,<sup>l</sup> and under M.G.L.c.71, s.34F which directs that ~~the~~ board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.<sup>l</sup> 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

### Application of Rights

**603 CMR 23.00 is promulgated to insure parents'/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.**

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent/guardian.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent/guardian, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent/guardian, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent/guardian of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

### Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9<sup>th</sup> grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9<sup>th</sup> grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent/guardian: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent/guardian who by court order does not have physical custody of the student, is considered a non custodial parent/guardian for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents/guardians who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent/guardian, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent/guardian. When granting consent, the eligible student or parent/guardian shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent/guardian and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent/guardian.

- (a) A school may release the following directory information: 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; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parent/guardians a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent/guardian. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents/guardians. As required by M.G.L. c.71, s.34H, a non-custodial parent/guardian may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent/guardian is eligible to obtain access to the student record unless:
  1. The parent/guardian has been denied legal custody based on a threat to the safety of the student or to the custodial parent/guardian, or
  2. The parent/guardian has been denied visitation or has been ordered to supervised visitation, or
  3. The parent's/guardian's access to the student or to the custodial parent/guardian 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.
- (b) In order to obtain access, the non-custodial parent/guardian must submit a written request for the student record to the high school principal annually. The initial request must include the following:
  1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent/guardian is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent/guardian, and
  2. An affidavit from the non-custodial parent/guardian that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent/guardian or any child in the custodial parent/guardian's custody.
- (c) The non-custodial parent/guardian must submit a written request for a access each year stating that said parent/guardian continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent/guardian by certified and first class mail, in English and the primary language of the custodial parent/guardian, that it will provide the non-custodial parent/guardian with access after 21 days, unless the custodial parent/guardian provides the principal with documentation that the non-custodial parent/guardian is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (e) The school must delete the address and telephone number of the student and custodial parent/guardian from student records provided to non-custodial parents/guardians. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent/guardian that it shall cease to provide access to the student record to the non-custodial parent/guardian.

At least once during every school year, the school shall publish and distribute to students and their parents/guardians in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent/guardian and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS:                      Family Educational Rights and Privacy Act of 1974,  
   P.L. 93-380, Amended  
   P.L. 103-382, 1994  
   M.G.L. 66:10 71:34 A, B, D, E, H  
   Board of Education Student Record Regulations adopted 2/10/75, as  
   amended June 2002  
   603 CMR: Dept. of Elementary and Secondary Education 23.00  
   through 23:12  
   Mass Dept. of Elementary and Secondary Education  
   publication Student Records; Questions, Answers and Guidelines,  
   Sept. 1995

CROSS REF:                      KDB, Public's Right to Know

FIRST READING:                January 25, 2011

SECOND READING:              May 22, 2012

ADOPTED:                        May 22, 2012

SOURCE:                         MASC

## **GUIDANCE COUNSELOR'S PERSONAL FILES**

Guidance counselors may maintain personal and confidential files containing notes, transcripts of interviews, clinical diagnoses, and other memory aids for their own use in counseling students.

These private files shall be destroyed at the termination of the counselor's contract period.

FIRST READING:                January 25, 2011

SECOND READING:            May 22, 2012

ADOPTED:                      May 22, 2012

SOURCE:                        Dover-Sherborn Regional Committee

**PUBLIC USE OF STUDENT RECORDS**

The records of the school concerning an individual student shall be used for the promotion of the welfare of the student and shall not be made available to any outside person or agency unless it is reasonably clear that such person or agency will use the records to the advantage of the student or his/her family or in the interest of justice. No teacher shall ever give information from a student's record to anyone outside the school staff, except with the permission of the parent/guardians or student (if they have reached the age of majority) and the building Principal. Acting only on just cause, other school officials shall give information from the records only to the student, his/her parent/guardians, the authorized representatives of the student and his/her parent/guardians, police officers, or other public officials, representatives of recognized social agencies, or other persons approved by the student or student's parent/guardians.

In accordance with recent state legislation, the School Committees of the Dover-Sherborn Public Schools shall, at the request of a parent/guardian or guardian of a student, or at the request of a student 18 years of age or older, allow such parent/guardian, guardian or student to inspect academic, scholastic, or any other records concerning such student which are kept or are required to be kept, regardless of the age of such student.

LEGAL REFS.: M.G.L. 71:34D-E, Confidentiality of Student Records

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

## **STUDENT PHOTOGRAPHS**

Individual schools may arrange, in cooperation with the school's parent/guardian organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures..

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents/guardians and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

LEGAL REF: M.G.L. 30B; 1(b)(31)

FIRST READING: January 25, 2011, April 7, 2020

SECONDDREADING: May 22, 2012, April 28, 2020

ADOPTED: May 22, 2012, April 28, 2020

SOURCE: MASC 2019