

UPDATED JUNE 2023

PINE HILL SCHOOL HANDBOOK

10 Pine Hill Lane Sherborn, MA 01770 508.655.0630
www.doversherborn.org



Prepared by Barbara Brown
and Allison Gullingsrud

Approved by Sherborn School
Committee June 13, 2023



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REQUEST FOR TRANSLATION

Here at Pine Hill our students speak 27 different languages.

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

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn, y Dover Sherborn quisiera recibir una copia de este documento traducido a su idioma nativo, puede contactar la oficina del superintendente de escuelas, 508 785 0036 x 7503, 157 Farm Street, Dover, MA 02030

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



WELCOME TO PINE HILL

Dear Parents/Caregivers:

The Pine Hill School community is rich, inclusive, and vital thanks to the support from our families, the dedication from our educators, and the curiosity and learners mindset demonstrated by our students. Our school improvement goals and district strategic plan are heavily focused on growing innovative practices for teaching and learning, and assuring that all students are supported through a climate of care. We are committed to fostering a learning environment that is culturally responsive, and inclusive, and that promotes a strong sense of connectedness for children and adults.

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

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care

These values inform the decisions we make as well as daily life in our school. Your support of these values is essential to the success of your children. This handbook is designed to provide you and your children with an understanding of the school's responsibilities, as well as those of our students and their parents/caregivers. The Pine Hill Promise (pictured on the cover of this handbook) outlines qualities that are central to helping our young learners understand the beliefs central to our core values. Each grade level has a corresponding color tied to their character theme. On school spirit days, each grade level encourages students to wear their color. In 5th grade, where all character traits come together for "leadership and legacy", the grade level color is tie-dye or some version of all of the colors. School "spirit wear" can be purchased through the School Store found on the CSA website. It is completely optional.

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

Know that we revise the handbook annually based on new information and/or updated school district policies and we welcome suggestions for any improvements. In addition, feel free to contact us with any questions or concerns you may have about school programs or procedures.

Respectfully,

Barbara Brown, Principal - brownb@doversherborn.org

Allison Gullingsrud, Assistant Principal - gullinsruda@doversherborn.org

ACCESS TO THE SCHOOL BUILDING



ALL VISITORS MUST ENTER THROUGH THE FRONT DOORS AND SIGN IN AT THE MAIN OFFICE.

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

ADMISSION TO SCHOOL



The kindergarten entry cutoff is age five (5) on/or before September 1, in the year of entry.

Parents/caregivers of a child entering their first school experience must present a birth certificate, proof of Sherborn residency and medical records (immunizations and recent physical exam) in order to register for school.

Dover-Sherborn Public Schools Non-Residents Policy:

Attendance in Advance of Residing - Non-residents will be allowed to attend upon receipt, by the Superintendent of Schools, of a signed purchase and sale agreement (passing of papers to be scheduled no later than sixty days from the date of the purchase and sale agreement).

Students Moving out of the District - Students moving out of the district may attend school in the district until the conclusion of the current marking period. If a student moves out of the district after February 1 in the elementary schools or after the start of the third quarter in the regional schools, they may complete the school year. Students who complete their junior year as residents may continue to attend the High School as non-resident seniors.

The Superintendent of Schools and the School Committee may approve individual exceptions and arrangements when an emergency situation exists.



ALL SCHOOL MEETING

Parents/Caregivers and members of the community are invited to attend the weekly All School Meeting are held on Friday mornings from 8:00-8:30AM. Visitors are asked to sit in the back of the auditorium on the chairs provided. If you wish to videotape or photograph your child's performance, we ask that you remain in the back of the auditorium to do so. For whole class "shares" there will be an opportunity after the meeting for parents/guardians to come to the front and take pictures. Please do not post pictures of Pine Hill students on social network sites.

At the conclusion of school meeting/performance, please remain in your seat until all students have left the auditorium. We use all of the exits to get students out of the room. By remaining in your seat, we will be able to get all students back to class quickly.

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

ATTENDANCE



Student Absences

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

To leave a message for the school nurse. Please call 508-651-4960 and leave a message in voicemail box 150 that includes your child's name, grade, and reason for absence. You must call before 8:30AM on the day of the absence. This procedure should be followed every day of the child's absence unless you know on the first day how long an absence can be expected.

To indicate that your child is absent on School Dismissal Manager (each family has a SDM login to keep us abreast of dismissal plans... you can also report absences)

After attendance is taken each day, the front office staff will call the parents/caregivers of students who have not been "called in". For safety reasons, it is important that we have an account for every student each day. Thank you for remembering to communicate with us.

Protocol for Students Requiring Temporary Home or Hospital Education

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

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

Additional Attendance Information

Daily attendance is essential to school success. As prescribed by law, students should not miss school except for reasons of illness. Parents/caregivers are responsible for this legal obligation. Vacations during school time should be avoided. Regardless of the rationalization for such absences, the experiences missed cannot be made up fully. Please do not ask teachers to assign “homework” to children who are missing school due to a family vacation.

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

BIRTHDAYS



Birthday Celebrations in School

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

Birthday Party Invitations

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

BUILDING USE



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

BULLYING PREVENTION



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

[https://www.doversherborn.org/uploaded/Publications_Downloads/Bullying_Prevention_Plan_10.1.19_\(1\).pdf](https://www.doversherborn.org/uploaded/Publications_Downloads/Bullying_Prevention_Plan_10.1.19_(1).pdf)

BUS RIDER RULES



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

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

- Students shall remain well back from the roadway while awaiting the arrival of the bus and refrain from throwing things or playing at the bus stop
- Students should not arrive at the bus stop more than five (5) minutes early
- Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination has been reached
- Students shall not litter or deface the bus in any manner
- Students shall not cause any distracting action(s) on the school bus
- Students shall keep their hands, arms, and heads inside the bus
- All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles
- The emergency door must be used for emergency only and students shall not touch safety equipment on the bus
- Bus evacuation and emergency drills will be periodically held during the course of the year
- It is essential that each student cooperate with the bus driver
- Students shall be picked up and unloaded only at regularly scheduled stops
- Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road
- No person shall smoke or consume alcoholic beverages on a school bus while such bus is used to transport students

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

Students are only allowed to ride a bus other than their own if it is for childcare purposes. The bus company cannot accommodate guest riders for the purpose of playdates.

BICYCLES



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



CHALLENGE SUCCESS PROGRAM



Challenge Success is an important initiative (starting in 2014) that informs our practices for wellness and wellbeing across the Dover-Sherborn Schools (K-12). As part of a nationwide research and intervention program based out of Stanford University, Challenge Success aims to reduce unhealthy pressures on youth and to champion a broader definition of “success” in our schools and communities. and helps us target ways to address the current pressures students face and offers proven strategies for making change, drawing from the research as well as best practices from other school districts that have implemented their program. While the initial focus was on middle school and high school stress, the issues can start at a younger age as children begin to feel academic pressure. We have benefitted from education and forums for discussion to explore these issues and talk about creative ways to reduce stress for our children within the DS community.

CLASS PLACEMENT PROCESS



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

COMMUNITY EDUCATION



The Dover Sherborn Community Education Department runs Extended Day at Pine Hill School in Sherborn and Chickering School in Dover. They also organize adult and youth enrichment classes, along with sponsoring Driver's Education and SAT Prep classes for high school students. Please refer to the Community Education tab on the DS website for more information.

HOME AND SCHOOL COMMUNICATION



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

In addition to the regular teacher conference schedule, many opportunities exist for communication. Teachers issue regular newsletters throughout the year. The Principal and CSA send out weekly e-blast communications. In addition, parents/caregivers can contact faculty members at any time by sending a note with the student, by calling the front office (508-655-0630) and leaving a message for the teacher, or by email. While teachers will respond as soon as possible, parents/caregivers are reminded that teaching duties and other responsibilities make instantaneous communication impossible.

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

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

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

CURRICULUM DEVELOPMENT



Curriculum development is a major component of Pine Hill School's constant pursuit of educational excellence. In order to ensure that our curriculum is current, well sequenced, rich, and diverse, each teacher is a member of a curriculum team. These teams meet on several of our professional development Wednesday afternoons throughout the school year. In addition, grade level teams work regularly with administration to develop specific lesson plans and assessments designed to include concepts, information, and higher order thinking skills. Through newsletters and discussions, teachers and administrators will keep parents/guardians up to date about the accomplishments of the curriculum teams and the curriculum development workshops.

DS has a coordinated curriculum review process/cycle for reviewing and updating curriculum, instruction, and assessment across all areas, which assures that K-12 teaching and learning is aligned to Massachusetts Curriculum Standards.

Please refer to the school website for an overview of the curriculum. Specific curriculum goals for the school year are contained in the School Improvement Plan and are in alignment with the Superintendent's goals for the Dover Sherborn Districts, all of which can be found on the website (www.doversherborn.org).

DISCIPLINE/CODE OF CONDUCT

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



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

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

Referrals to the Principal

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

Reflection Sheet

- To help a student to reflect on his/her behavior, its effect on others, and to recognize future alternative choices, a student who is sent to the office will usually be asked to complete a “Reflection Sheet.” On this sheet the child describes the problem, writes about why his/her behavior was a problem, checks off the core value(s) not shown, and writes about how a similar situation might be handled in the future. If appropriate, the student then writes a note of apology. (Very young students sometimes dictate the Reflection Sheet or note to office personnel.) Please see Appendix B for an example of this form.
- If an apology to an adult or another child is necessary, the child may also write a separate apology note
- Parents/guardians are generally not notified of a minor issue - Parents/guardians will be notified of serious or repeated problems so that a joint solution can be implemented to remediate the situation
- In many cases, notification to the home may take place by asking for a parent/guardian signature on the Reflection Sheet, which serves to inform the parent/guardian of an issue and provides an opportunity for additional follow-up at home
- In the event of a physical altercation or another serious issue, a phone call to the home from the principal/assistant principal and/or a request for an appointment will occur
- In rare cases, repeated serious violations of the rules, which have not been improved by the above procedures, especially when fighting, physical contact, unwanted touching, or bullying are involved, could result in suspension. This could be an in school or out of school suspension depending on the issue, severity, and frequency of occurrence.
- The following “Code of Conduct” is designed to clarify the behavioral expectations for Pine Hill students. As part of our ongoing goal to provide a safe and supportive learning environment, as well as prevent any bullying, we ask that you review this with your child. Your signature on the annually updated “Student Verification Form” (in ASPEN) indicates that you have discussed the “Code of Conduct” with your child(ren).

CODE OF CONDUCT AND RESPONSIBILITY AGREEMENT



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

EXCELLENCE IN LEARNING

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

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

RESPECT AND CONCERN FOR OTHERS

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

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

PERSONAL RESPONSIBILITY

Some ways I can be responsible are:

- Follow directions from faculty and staff
- Accept responsibility for my behavior
- Arrive at school on time, rested, and prepared
- No gum is allowed on school property or the bus
- Complete & return homework when due
- Leave all toys and electronic devices at home
- Show self-control: make good choices/decisions ~Return library/school materials in good condition
- Raise my hand to ask or answer a question
- Use technology appropriately
- Report dangerous or destructive behavior (Double D rule)
- Be honest: tell the truth

Pine Hill School CODE OF CONDUCT AGREEMENT

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

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

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

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

Any student who is removed from school for a disciplinary offense under G.L. c. 37 H or 37H1/2 for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

The Dover and Sherborn policy on student discipline follows:

STUDENT DISCIPLINE File: JIC

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.

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 oral and written notice, and provide the student an opportunity for a hearing and the parent 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 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 present, the Principal must be able to document reasonable efforts to include the parent.

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 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 as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; 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, 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 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 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 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.

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 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 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, 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 by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the 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 must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that 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 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 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 and Superintendent to participate. The Superintendent shall send written notice to the parent 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 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 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 expelled or suspended from school, whether in school or out of school, shall have an opportunity to receive education services and 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. The plan shall include the process for notifying such students and their parents 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 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, 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 1/2; 71:37H 3/4; 76:17; 603 CMR 53.00

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 37H1/2. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Discipline of Students with Disabilities

In general, if a student with a disability, whether under a 504 plan or an IEP, violates the Code of Conduct, the school may suspend or remove that student from his or her current educational placement for no more than ten (10) consecutive school days in any school year. Any time the school wishes to remove a student with a disability from his or her current educational placement for more than ten (10) consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of ten (10) days in any school year when a pattern of removal is occurring, this is a “change of placement”. A change of placement invokes certain procedural protections under federal special education law. Please see Appendix C for the comprehensive policy.



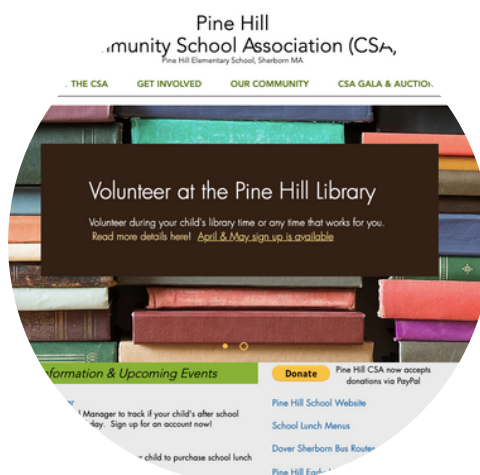
CSA – COMMUNITY SCHOOL ASSOCIATION

Our CSA serves as the parent-teacher association for the Pine Hill School. The mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

Values:

- **Collaboration:** We will work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.
- **Commitment:** We are dedicated to children's educational success, health, and well-being through strong family and community engagement, while remaining accountable to the principles upon which our association was founded.
- **Diversity:** We acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.
- **Respect:** We value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our association's goals.
- **Accountability:** All members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of our association's strategic initiatives.

Please visit the CSA website at: <https://www.pinehillschoolcsa.org/>



DROP OFF AND PICK-UP PROCEDURES



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

Drop Off

Please do not drop students before 7:30 AM as this is the time teachers and educational assistants officially start their workday. There is NO outside or indoor adult supervision until then.

Weather permitting, precess will occur from 7:30-7:45 AM outside. After this time students can go directly to their classrooms through the front office. They will not be considered tardy until 7:50 AM, which is the official start of the school day. If weather conditions prohibit precess then students will proceed straight into the building upon arrival - heading to their lockers and then classrooms. If you would like to walk your student into the building, you will need to park in the back parking lot and check-in through the main office.

Pick Up

If you must pick up your child, please do so at 2:15PM (or 11:15PM on an early release day). We have a well-organized procedure for parents/caregivers who are picking up their children at the end of the school day: Drivers should remain in their cars and form a line coming up Pine Hill Lane. The first vehicle should stop near the front entrance at the STOP sign. After our ten school busses have left, vehicles should pull into the bus loop as far as possible. The children being dismissed will be sent out from the back lobby near the gym. If a driver needs to enter the building, they should park in the rear parking lot.

Tardy Arrivals/Early Dismissals

We strongly encourage you to plan appointments after the school day has ended. It is very disruptive to the whole class when a student is dismissed before the normal dismissal time. If a student must be dismissed early, parents/caregivers must send an email to the classroom teacher and enter the information into our School Dismissal Manager. When students are tardy to school or being dismissed early, a parent/caregiver will double-park in front of the school and come into the main office to sign in/out their child(ren).

Emergency Dismissal and Delayed Opening Procedures

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

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

There may be instances when the Superintendent of Schools determines that school will have a delayed start time due to inclement weather. DS families will be notified by the Superintendent of Schools via a message over the automated emergency phone system. In the event of a delayed opening of one hour, students are expected to arrive at 8:50AM. If there is a two-hour delay, students should arrive at 9:50AM. School will be dismissed at the regular time.

When school is dismissed early due to inclement weather, parents/guardians will be notified by the Superintendent of Schools via a message over the automated emergency phone/email system and a message will be posted to the school district website. Extended Day will be canceled.

Parents/guardians have been asked to make sure that their child knows what to do or where to go if they get home and the parent/caregiver is not there.



ENGLISH LANGUAGE LEARNER EDUCATION



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

Parents/caregivers should contact their building principal to request translated documents. Requests will be forwarded to the Assistant Superintendent of Schools. Translated documents will be forwarded to the student's school in a timely manner. Additional requests after the first may be directed to the Assistant Superintendent of Schools at 508-785-0036.

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

ENRICHMENT CLUBS



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

Community Education provides numerous after school activities for students. Informational flyers are sent home via email about the fall, winter, and spring sessions. If a parent/caregivers is interested in establishing a particular before-or after-school activity, they should contact Community Education directly.



FIELD TRIPS

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



FUNDRAISING

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



GIFTS TO FACULTY AND STAFF MEMBERS

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



GUIDANCE

School based guidance and counseling is available to all students in enrolled in Dover-Sherborn schools. Counselors work to make school counseling seamless for all Dover-Sherborn students as they progress through the grades. The skills students learn and develop in elementary school will help them to successfully navigate their middle and high school years. As students advance through the grades and are promoted to the Middle and High schools, counselors will continue to support them, helping students to successfully meet their academic, social and emotional needs, appropriate to their developmental level and the unique concerns they deal with as they grow and change.

A Developmental Approach to School Counseling Dover and Sherborn Elementary Schools

The elementary years are an exciting and stimulating time for children as they transition from home to school, discover the excitement of learning, develop social skills, build peer relationships and strive for independence. A positive elementary school experience sets the stage for the child's love of learning all through life and serves to build self-esteem. During these important years, children can be challenged by many factors that can compromise their academic, social and emotional wellbeing. The elementary school counselor, working in concert with parents/guardians and classroom teachers, has the opportunity to help students successfully navigate the issues and concerns which can present during these exciting and important years in the life of a child.

Role of the School Counselor

The primary role of the elementary school counselor is to assist students from kindergarten through fifth grade meet their academic, social and emotional needs, while working in direct partnership with parents/guardians and teachers to support students' school success across all lines of academic, social and emotional development. The elementary school counselor serves as counselor for the children in the school community; providing services for children requiring prevention, on-going support, or crisis intervention within the educational setting while meeting with parents/guardians and teachers as needed to help address student concerns as collaboratively as possible. In addition to providing education and support to parents/guardians, elementary counselors conduct parent workshops, serve as a resource on parenting and child development, assist with referrals to community based programs, practitioners and agencies and apprise parents/guardians of community based programs which would be of interest to parents/guardians. The School Counselor provides numerous services and supports to the Pine Hill community, including, but not limited to, the following:

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

HARASSMENT



General Statement The Dover-Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, gender identity or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning. Please see Appendix D for detailed information about this policy.

HEALTH REGULATIONS AND HEALTH SERVICES



The school health program functions in collaboration with faculty, staff, school administration, external health care providers and parents/caregivers to promote the health and well-being of all students. The goal of the School Health Program is to complement and support the school's academic mission while promoting and improving student's health. To achieve this goal, school nurses promote the safety of students and staff, intervene during actual or potential health concerns, ensure that students are properly immunized, provide state- mandated screenings, administer medications, and care for students with special health care needs.

Implementation:

- All students have access to nursing health services.
- Requirements for physical exams and immunization are enforced as mandated by the Department of Public Health.
- Annual health screenings are conducted according to the Department of Public Health guidelines.
- Student health concern information relevant to the student's participation in school is collected and parent permission is obtained in order to share this information with appropriate faculty and staff.
- All school nurses are prepared to respond to any type of emergency as outlined in the district's emergency response plan.
- The medical director is available for consultation with school nurses and administration when necessary

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

Guidelines for Keeping Children at Home

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

Please keep your child home:

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

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

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

The school health program functions in collaboration with faculty, staff, school administration, external health care providers and parents/caregivers to promote the health and well-being of all students. The goal of the School Health Program is to complement and support the school's academic mission while promoting and improving student's health. To achieve this goal, school nurses promote the safety of students and staff, intervene during actual or potential health concerns, ensure that students are properly immunized, provide state- mandated screenings, administer medications, and care for students with special health care needs.

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

Please do not send medications into school with students.

If your child will require the medication for a prolonged period of time, either on a daily or an as-needed basis (e.g. inhalers, psychotropics, epipens), please see the school nurse. There are state-required forms that must be completed by the parents/guardians and the licensed prescriber of the medication. If a student is at risk for an acute episode of some kind (e.g. severe allergic reaction to peanuts or insect stings), one or two doses of the prescribed medication should be left with the school nurse for use in an emergency situation. Such medication will also require a completed form as described above. If this medication must be administered to the student during school hours, the school will attempt to reach the parent/caregiver immediately. In the event that they cannot be reached, or at the discretion of the school nurse, the school will contact the prescribing physician for additional instructions and/or the Sherborn Rescue Squad.

Physical Exams & Immunization Records

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

Vision, Hearing, Scoliosis Screening

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

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

Body Mass Index (BMI) Screening

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

HOMEWORK AND ABSENCES



Please help us by following these procedures:

- If your child is absent for more than one day, their make-up work will be handled by the classroom teacher when they return the next day.
- If you know your child will be out more than one day, homework may be requested by calling the school office. The teacher will have the homework ready to be picked up at the office after 3:00PM.
- Please remember that if your child is ill the teacher stands ready to help them with the make-up material. It is best for your child to get the make-up work done as soon as possible after being absent, so they are knowledgeable about what is being covered in the classroom.
- Please do not ask teachers to provide schoolwork during family vacations taken during school time.

HOMWORK GUIDELINES



In conjunction with our school systems' partnership with Challenge Success (Stanford University) promoting student wellness, we feel strongly about promoting more time for *playtime, downtime, and family time* for our students.

Our partners at Challenge Success remind us that there has been no research that shows a correlation between elementary school homework and academic achievement or school success.

As we work to develop lifelong readers among our Pine Hill students, please help by assuring that time is built into the evening routine for reading each night. There is a correlation between free reading and academic achievement.

We will not be assigning additional nightly homework for students in Grades K-4. If a student needs specific skill-based practice in order to meet grade-level expectations, teachers may provide families with this practice work for home.

As the content becomes more challenging for students in Grades 5, small amounts of homework serves the purpose of providing opportunity for learners to apply skills, strategies and concepts while they are working to obtain mastery. Teachers at grades 5 will assign small amounts of homework and only that which is meaningful and purposeful.

Different from homework is the opportunity for extended learning based on students' interests and desire for challenge. Families may decide what, if any, extended learning opportunities they want to engage in with their children. Several resources are made available via Pine Hill's Library [website](#) based on curriculum themes and/or areas for inquiry.

In addition, families can access resources via the Everyday Math Program (students in grades 1-5 have logins), IXL Math (grades K-5), and LEXIA reading (grades K-2).

Check out this quick video from Denise Pope, Challenge Success:

[Homework During the Elementary School Years](#)

INSURANCE



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

LIBRARY



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

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

Information and Media Literacy:

A student who is information and media literate:

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

Love of Reading:

A student who develops a love of reading:

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

Inquiry Research Skills:

A student who develops inquiry research skills:

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

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

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

Ways you can help:

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

LOST AND FOUND



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

LUNCH - GRADES K-5



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

Daily lunch offerings cost \$3.00 and include:

Hot lunch – meal of the day Sandwich lunch of the day Bag Lunch to Go Salad

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

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

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

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

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

If your child is a vegetarian or has other dietary issues, please contact the Pine Hill kitchen manager.

MATRICULATION



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



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

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

MCKINNEY-VENTO HOMELESS EDUCATION

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

- Usually sleep(s) on someone's couch or in a car or in an abandoned building
- Live(s) with relatives or friends
- Live(s) in a temporary trailer park or campground
- Lost or left your/his/her home

... There are some things you should know about.

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

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

For more information or questions, please contact the Homeless Liaison for the Dover-Sherborn Public Schools at 508-785-0036.

METCO

The METCO Program is a grant program funded by the Commonwealth of Massachusetts. It is a voluntary program intended to expand educational opportunities, increase diversity, and reduce racial isolation, by permitting students in certain cities to attend public schools in other communities that have agreed to participate. DS is a proud METCO partner district for students/families from Boston.-

Family Friends

At Pine Hill, the Family Friend program pairs families in Dover and Sherborn with families in Boston who have children in the same grade. It connects Boston families to the Dover Sherborn community and allows students to spend time in Dover and Sherborn outside of school. The Family Friend program encourages frequent communication between Boston and Dover and Sherborn families, and hosts events for students and for families throughout the year.



MUSIC



All students participate in music education at Pine Hill. In addition to their weekly general music class, students in third grade will have a second music class each week to learn how to play the recorder. Fourth grade students may choose to be instructed in a band instrument during the school day. Fifth grade students have the opportunity to participate in the grade 5 chorus and band. Band instruments from the woodwind and brass families can be studied in fourth grade and fifth grade and percussion is added as an option for fifth graders. Fourth graders participate in band class beginning in the spring. The school band continues for all students who study an instrument throughout the fifth grade.

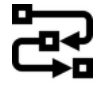
NETWORK AND INTERNET ACCEPTABLE USE POLICY



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

http://www.doversherborn.org/uploaded/Publications_Downloads/Digital_Citizenship_and_Internet_Acceptable_Use_Policy.pdf?1487171677740

NONDISCRIMINATION STATEMENT AND PROCEDURES



The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of age, race, color, national origin, sex/gender, gender identity, religion, national origin, disability, sexual orientation, or homelessness.

Please click the link for Dover-Sherborn Nondiscrimination policy.

https://www.doversherborn.org/uploaded/District_Administration/Assistant_Superintendent/DS_Non_Discrimination_Protocol_2016.pdf

PARKING



Please use the designated parking spots in the lot front of the building or along Pine Hill Lane. There are designated handicapped parking spaces in front of the building.

PERFORMANCES



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

- Please arrive on time for all performances and school meetings and plan to stay for the entire time. Late arrivals and early departures tend to disrupt the performers.
- All guests are asked to please sit in the seats provided. We ask guests to remain seated even when videotaping or photographing. By doing so, the field of vision will remain clear for our children and all guests.
- We welcome babies, toddlers, and young children. However, we ask that parents/guardians move to the dining room or the hallway with their child if they are crying or fussing. The noise is very distracting to nervous performers. It also makes hearing difficult for our students and our other guests.
- Please remember that there is no food or drink allowed in the auditorium.
- During evening performances, all students must be accompanied by and sit with an adult



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

PHYSICAL EDUCATION PROGRAM



Students from Dover and Sherborn are provided a variety of learning experiences in which they acquire the knowledge, skills, and motivations to live a healthy and productive lifestyle and to encourage lifelong physical activity. The Dover-Sherborn Schools work in collaboration with families and students to ensure that all students participate in physical activities in support of national recommendations. The goals of the physical education K-12 program are to develop a positive self-concept, have fun, release tension, increase creativity in movement and thought, learn fundamental skills, patterns strategies and tactics, develop the cardiovascular system, increase muscular strength and endurance and flexibility, and learn appropriate social behaviors. The curriculum, taught by certified physical education educators, is sequential and consistent with the MA Frameworks and National Standards of Health and Physical Education. Targeted learning outcomes for students include:

- Demonstrates competency in a variety of motor skills and movement patterns
- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Exhibits responsible personal and social behavior that respects self and others
- Recognizes the value of activity for health, enjoyment, challenge and self-expression and social interaction.

Comprehensive health education teaches students fundamental health concepts and skills that foster healthy habits and behaviors for the individual and others through sequential and coordinated teaching of health education, physical education, and family and consumer sciences education at each grade level, prekindergarten through grade 12. (Massachusetts Department of Elementary and Secondary Education Physical Education frameworks, 1999) Pine Hill Elementary students in kindergarten through grade 5 receive physical education once per week for a total of 40 minutes. Grades K students receive an additional 40 minute PE session per week.

PROPER DRESS



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

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

PUBLICITY IN THE PRESS



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

RELIGIOUS DAY OBSERVANCES



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

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

REPORT CARDS/CONFERENCES



A written progress report will be issued at mid and end-year points. Parent/guardian and teacher conferences are scheduled twice a year for all kindergarten through grade five students. Additional conferences may be initiated by the teacher and/or parent/guardian when necessary. Report Cards are posted to the ASPEN Student Information System and available for view through the parent portal.

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

<http://screencast.com/t/zsS2X21b7l>

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

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



RIGHTS OF INDIVIDUALS

The Sherborn Public Schools recognizes the rights of all the individuals it serves. Civil rights, right of access to programs and employment are guaranteed regardless of race, religion, handicap, sex/gender, national origin, sexual identity or sexual orientation. Title IX, Title VI, Chapter 622, IDEA and Section 504 of the Rehabilitation Act clearly define the equal opportunity rights of individuals. Grievance procedures are in place for those who believe their civil rights have been violated according to these laws. Further information about these laws or the grievance procedures may be received by contacting the Superintendent of Schools at 508- 785-0036.



SCHOOL COMMITTEE

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

Please consult the schedule and roster of members posted on the school website.

SCHOOL COUNCIL



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

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

SCHOOL GOALS

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

SCHOOL CULTURE



Pine Hill School, as part of the larger Dover Sherborn community, share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

Pine Hill School uses the Responsive Classroom model, an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. As Responsive Classroom says, "In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors."

Pine Hill abides by the Responsive Classroom guiding principles.

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions— is as important as knowing the children we teach.

Pine Hill Promise

As part of our work with culture and climate within the school and reinforcing our Core Values, Pine Hill has introduced the “Pine Hill Promise.” Aligned with each grade level is a color and word.

Pre-K	Playful	Red
Kindergarten	Independent	Orange
First	Nurturing	Yellow
Second	Empathetic	Green
Third	Honesty	Blue
Fourth	Integrity	Purple
Fifth	Leadership & Legacy	Rainbow



SCHOOL PROPERTY

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

SCHOOL GUIDELINES FOR RESPECT AND SAFETY



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

Pine Hill School Positive Behavior Support Teaching Matrix						
	Dining Room	Hallways	Playground	Dismissal	All School Meeting	Bathroom
Take Care of Myself	<ul style="list-style-type: none"> purchase snacks at the start of lunch stay in your seat use an indoor voice 	<ul style="list-style-type: none"> walk with my hands by my side walk directly where I am going stay in line when with my class 	<ul style="list-style-type: none"> be a problem solver respond immediately to the recess monitor/whistle 	<ul style="list-style-type: none"> keep a safe body keep track of belongings 	<ul style="list-style-type: none"> respond to the quiet signal use an appropriate voice use positive language and actions 	<ul style="list-style-type: none"> wash my hands with soap and water flush toilet and throw trash away be in and out as quickly as possible
Take care of Others	<ul style="list-style-type: none"> be considerate of others help keep dining room clean by picking up extra trash 	<ul style="list-style-type: none"> use the silent wave to greet others 	<ul style="list-style-type: none"> include others play fair 	<ul style="list-style-type: none"> be kind to others be kind and listen to the bus driver offer assistance to others 	<ul style="list-style-type: none"> listen when others are speaking 	<ul style="list-style-type: none"> respect my own privacy and others
Take care of our space	<ul style="list-style-type: none"> clean the tables recycle & compost 	<ul style="list-style-type: none"> pick up any trash you see 	<ul style="list-style-type: none"> use equipment (structures & games properly) pick up equipment that others have used 	<ul style="list-style-type: none"> head directly to the correct dismissal space stay seated on the bus at all time 	<ul style="list-style-type: none"> keep a safe body in your expected space 	<ul style="list-style-type: none"> conserve water and paper towels report when things are not working properly or are broken

SMOKING



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

SPECIAL EDUCATION SERVICES



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

Massachusetts Special Education Law

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

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

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

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

STUDENT RECORDS



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

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

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

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

The temporary record is destroyed within seven years after the student leaves the school system. The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents/guardians and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents/guardians/guardians may: Inspection of Records

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

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

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

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

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

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

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

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

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

Transfer of Records Under 603 CMR 23.07(4)(g) consent from a parent or eligible student is NOT required to forward a transferring student's records to a new school, in which the student seeks or intends to enroll, if the school that the student is leaving provides notice that it forwards student records to the new school when a student transfers. Please be advised that it is the policy of Dover-Sherborn High School to forward a transferring student's records to a new school without seeking the prior consent of the parent or eligible student.

Amendment of Records

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

Destruction of Records

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

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

Directory Information

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

Armed Services Recruiters' Request for Student Information

"The release of student record information is regulated by the federal Family Educational Rights and Privacy Act (FERPA), which applies to all schools that receive federal funds, and the Massachusetts Student Records Regulations. Both the federal and state student records regulations allow schools to release the names, addresses and telephone listings of students, as well as other 'directory' information, without prior parental consent, provided that the school or district publishes notice of its policy to release such information, and notifies parents/guardians and 'eligible students' (i.e., students age 14+ or in at least 9th grade) that they may request that this information not be released without their prior written consent. Therefore the release of students' names, addresses and telephone listings to military recruiters and institutions of higher education without prior consent, as required by NCLB and NDAA, is consistent with FERPA and the Massachusetts Student Records Regulations, provided schools notify parents/guardians and students of their right to request that this information not be released without their prior written consent." –David P. Driscoll, Commissioner of Education, August 15, 2002

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

Right to file a complaint

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

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

TELEPHONES



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

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

Students are not allowed to use cellular devices such as phones or watches while at school. If your child has a cellular device, please advise them that it needs to be off and in their backpack during the school day.

TEXTBOOKS AND WORKBOOKS



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

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

VERIFICATION FORMS/STUDENT INFORMATION



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

We would like to welcome you to the use of the ASPEN student information system Family Portal. This portal provides you with online access to view current data about your student(s).
Note: Existing Pine Hill families received correspondence identifying their Login and temporary password information on 6/6/14. New families to Pine Hill will receive the information at the start of the school year.

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

When logging into Aspen for the first time you will be required to change your password. (Password requirements are: minimum length is 6 characters, at least one number, at least one capital and lowercase letter. Your new password cannot contain “password”, login name, first name, middle name, last name, date of birth, personal id, or only sequential letters or numbers.) Need help? Watch the two-minute tutorial here: <http://screencast.com/t/DDM65ThFazMg>

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

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

Click on the Initiate button under the Tasks Widget on the home page. Beside the word Workflow, use the drop down box to select “Contact Verification”, then use the magnifying glass to select the child whose information you will be updating, then click OK. You will be brought to a screen where the current information is viewable and you can make updates. To help you understand how to make any changes watch the short video available here: <http://screencast.com/t/zsS2X21b7l>

We appreciate your support, responsible use, and partnership. Instructions for use of the portal are included in this mailing. It is our goal in implementing this portal to assist parents/guardians in monitoring their children’s progress, enhance communication with parents/guardians, and further promote educational excellence at Dover Sherborn Regional School District. If you need additional help send an email to aspenportal@doversherborn.org. or call 508-785-1730 x7202.

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

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

VISITS TO SCHOOL



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

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



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

- All volunteers must have successfully completed a Criminal Records background check (CORI)
- All volunteers must sign-in at the main office and obtain the appropriate colored “Visitor” sticker for that day
- A volunteer is never to be left in sole charge of an individual student or group
- It is the intention of the volunteer program to provide the faculty and staff of Pine Hill School with constructive support in a mutually agreeable manner
- Volunteers are requested to keep all information regarding the students and staff in the school confidential
- Volunteers are requested to park in the rear parking lot and sign in at the office before reporting for duty
- Volunteers should use the adult bathrooms while at school. Please ask school personnel where the nearest adult bathroom is located
- Volunteers are requested to respect the faculty and staff’s need for their own preparation time and work space
- Volunteers are requested to confine their conversations with the faculty and staff to the volunteer issues at hand, rather than personal issues or issues pertaining to their own children
- Volunteers are expected to inform the teachers if they are unable to meet their commitments. If a volunteer cannot be where he/she is expected, the volunteer should telephone the school office in order to notify the appropriate faculty or staff
- Please bring up any questions or concerns you have about volunteer issues with the faculty or staff with whom you are working. If a question or concern still exists, please feel free to contact the Principal

VIDEO TAPING/PHOTOGRAPHING



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

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

WEAPONS



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

User Contract

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

Name:_____ . Date:_____

Signature:_____

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

Student Name(s):_____

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

Google Platform

Grade 2-5 students are introduced to Google accounts through the school district. Students have accounts and a password, the email option is not activated for elementary students.

Beginning in grade two, students are introduced to Google. Students log in and work in a contained "classroom" where students are given a template and are guided to tasks using links gathered by the teacher. The interactive experience allows the opportunity for the teacher to demonstrate a task on all computer screens. The teacher can then check student progress, either at a workstation in person or remotely. Students may have the opportunity for collaboration and communication with a teacher or fellow classmates. Teachers will inform families of these opportunities for collaboration as they are introduced to students.

Name:_____ . Date:_____

Signature:_____