

Brockton Public Schools



Home of the Boxers

Brockton High School Student/Parent Handbook 2023-2024



www.bpsma.org



City of Brockton BROCKTON PUBLIC SCHOOLS

Michael P. Thomas ♦ Superintendent of Schools

Office of the Superintendent
Phone (508) 580-7511 Fax (508) 580-7013
michaelpthomas@bpsma.org

August 2023

Dear Parent/Guardian and Student:

Welcome to Boxer Country! Enclosed in this handbook are the guidelines, procedures, and expectations for Brockton High School. These have been crafted with the intent of informing members of our community with valuable information relevant to the educational experience of all our students.

Students, parents, and guardians should acquaint themselves with the contents of this handbook. Every organization, particularly one as large as Brockton High School, must have a set of guiding principles by which to operate. These procedures, guidelines, and rules outlined in this document have been developed to ensure a welcoming, safe, and academic atmosphere; where courteous behavior, mutual respect, and collaboration allow for an environment where meaningful education can take place. These rules and guidelines also provide students, their families, and staff standards for academic, social-emotional, and behavioral success in our learning community.

It is our sincere hope that parents will partner with us and through ongoing communication and collaborative efforts, be proactive, preventing academic, social-emotional, or behavioral issues before they occur. We encourage parents to maintain contact with teachers, guidance counselors, and administrators regularly to resolve minor issues before they become bigger problems and to ensure that their student is getting the most out of Brockton High School. We stand ready to assist you or your students to ensure their experience is a great one.

For reasons of safety and security. Photo IDs must be worn and visible by all students at all times while in school or on school grounds.

Both students and parents should also be reminded of the school's use of surveillance cameras. School cameras are operated under the supervision and authority of the Brockton Police Department and access to any recordings is at the discretion of the BPD.

We wish nothing but the best for our students and parents as we begin the new school year.

Very truly,

Michael P. Thomas
Superintendent

NOTE: THE STUDENT'S SIGNATURE AFFIXED TO THIS DOCUMENT INDICATES THAT THE STUDENT HAS RECEIVED, READ, AND FULLY UNDERSTANDS THE BROCKTON HIGH SCHOOL STUDENT-PARENT HANDBOOK. **PLEASE NOTE THAT IT IS THE RESPONSIBILITY OF THE STUDENT TO SHARE THIS HANDBOOK WITH ONE'S PARENT/GUARDIAN AND ANY QUESTIONS REGARDING ITS CONTENT SHOULD BE BROUGHT TO THE ATTENTION OF THE PRINCIPAL.**

Parent/Guardian Signature

Student's Name (Printed)

Date

Student's Signature

FRESHMAN STUDENTS MUST HAVE THIS SHEET SIGNED AND RETURNED TO SCHOOL



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Brockton Public Sch 1:1 Device Loan Agreement

Students in the Brockton Public Schools (“BPS”) are eligible to be issued a laptop and charger, as well as other related technology (“1:1 Devices”). Before being issued any 1:1 Device, the Student and their parent/guardian must read and agree to this 1:1 Device Loan Agreement.

1:1 Devices are loaned to the Student to be used for educational purposes only during the academic school year, and these devices and any data contained thereon remain the property of BPS. Students must not let any other person use their 1:1 Devices. 1:1 Devices are subject to inspection at any time without notice, and inappropriate use may result in the Student losing their eligibility to use these devices. 1:1 Devices must be turned in to BPS immediately upon request, and in any event no later than a Student’s last day of school at BPS.

Students must make every effort to have their 1:1 Devices charged and ready for each school day. Students must protect their 1:1 Devices from extreme hot and cold temperatures, keep food and beverages away from them, and safely transport them to and from school. Students must not deface or destroy any 1:1 Device, or place unauthorized decorations or markings (such as stickers, drawings, etc.) on any 1:1 Device, or leave any 1:1 Device unattended in an unsecure location.

If a 1:1 Device is damaged or not working properly, the Student should bring it to the designated help desk at BPS. Students and/or their parents/guardians must not attempt any repairs on their own or through someone other than a BPS employee. If a laptop is damaged beyond repair and needs to be replaced, BPS will evaluate the damage or loss and/or replacement options on a case by case basis. In cases of fire or criminal acts such as theft or vandalism, parents/guardians should immediately report to the associate principal for culture and climate of assistant principal. The associate principal for culture and climate or assistant principal will assist with filing a police or fire report, which must be filed by the parent/guardian before requesting a replacement 1:1 Device. Students and/or their parents/guardians may be held partially or fully responsible for any damages/loss.

Students must comply with all applicable BPS rules and regulations at all times while using 1:1 Devices, including without limitation the requirements of the student handbook and BPS’s Responsible Use Policy and Internet Acceptable Use Policy IJNDB. No Student may install, use, or permit the installation or use of any unauthorized software on any 1:1 Device. BPS is not responsible for any controversial materials acquired on these devices. Any violation of BPS rules and regulations and/or the terms and conditions of this 1:1 Device Loan Agreement may result in disciplinary or legal action.

By signing below, I acknowledge that I have read and understand this 1:1 Device Loan Agreement, that I agree to abide by its terms and conditions, and that BPS has my permission to loan 1:1 Devices to the Student.

Student Name

Grade

Student Signature

Date

Parent/Guardian Name

Relationship

Parent/Guardian Signature

Date



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Media Release for Students

(Parent/Guardian Release --- For School Use)

On occasion, the Brockton Public School District ("District") is asked by the media to interview and/or photograph students as part of their coverage of positive school events. To allow this to happen, the District requires permission from a student's parents or guardians. The District also uses media materials such as student images, digital media, student work samples, etc. for District media purposes, such as the District website. By checking the "grant" box and signing your permission on this form, you are stating that you consent to the use of such materials. Please sign and return this form to your child's teacher.

I hereby (please check one box)

☐

GRANT Permission

☐

DO NOT GRANT Permission

for the Brockton Public Schools and approved media affiliates to publish, copyright, or use all film, photographs, computer-generated imagery and printed and spoken words in which my child is included, whether taken by staff, students, or others and agree that the school can use these images, digital media, words, and student-generated work for any exhibitions, displays, web pages and publications, without reservation or compensation, and I release the Brockton Public Schools from any and all claims, damages, liabilities, costs and expenses related to the use of such materials. Additionally, I understand that an expectation of privacy is not automatic at public school events and activities, including but not limited to parades, concerts, field trips, and athletic activities, and that the District cannot guarantee that my child will not be photographed should they participate in such programs. I agree to notify school administrators if I have a legitimate safety concern for my child being photographed at public events, so that we can work together to determine how to best address those concerns.

School Name: _____

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____



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Military Recruiters Opt-Out

Dear Superintendent,

Section 8528 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeed Act (ESSA) requires schools to release student's private information to military recruiters unless we opt-out in writing.

☐ **As a parent/legal guardian**, I am exercising the right to request that you do not turn over the name, address, telephone numbers, and school records of the student listed below to the Armed Forces, Military Recruiters, or Military Schools.

☐ **I am a student of 18 years of age or older**, and I request that my own name, address, telephone number, and school records not be released to the Armed Forces, Military Recruiters, or Military Schools.

Student Name: _____

Brockton High School

Sincerely,

Signature: _____ *Date:* _____

Your Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Crosby Administration Building ♦ 43 Crescent Street ♦ Brockton, Massachusetts 02301-4311
www.bpsma.org



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Student Record Directory Information Opt-Out

State law (603 CMR 23.07) permits the Brockton Public Schools to release the following directory information without the consent of the eligible student or parent: a student's name, address, telephone listing, date 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.

If you wish to **OPT OUT** of this information sharing and have the school withhold all or part of your student's directory information, **PLEASE FILL OUT THE FORM BELOW** and return it to your student's school.

By checking the box below, I hereby **OPT OUT** and do not permit the student's personally identifiable directory information to be released as part of its information sharing.

☐ I hereby, **OPT-OUT** and **DO NOT PERMIT** the student's personally identifiable directory information to be released as part of its information sharing.

School Name: _____

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

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Core Values and Beliefs

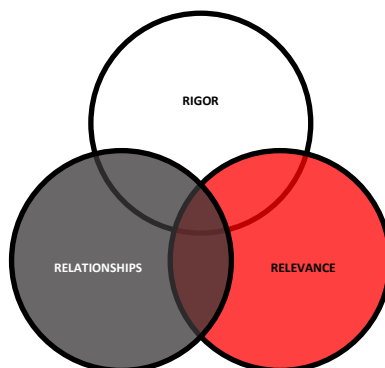
The Brockton High School community teaches our students in a safe, supportive environment the knowledge, skills values, and behaviors necessary to become responsible and productive members of a diverse society.

Rigor

- Promotes the development and use of high-quality research-based “best practices” for effective instruction
- Utilizes data and on-going evaluation and revision to develop curriculum, inform instructions practices, implement interventions and design professional development.
- Establishes high academic standards and measures student attainment using local, state, and national assessments

Relationships

- Engages with family and community partners in the educational process
- Involves students and families in setting academic goals and celebrating accomplishments
- Enhances intellectual and emotional connections among adults and students
- Encourages and fosters positive and effective communication and working relationships with students, families and the community
- Provides a safe, respectful, responsive, and inclusive learning environment that promotes physical, emotional, social and mental wellness
- Encourages responsible and democratic leadership in community and society



Relevance

- Creates a learning environment that models and reflects understanding and appreciation of diverse cultures
- Provides opportunities and resources to promote student success in a 21st century society
- Provides a myriad of enrichment programs and extra-curricular activities designed to develop students’ talents, creativity and self-esteem
- Enhances learning opportunities through interdisciplinary collaboration and technological opportunities
- Strives to meet the individual needs of our students by promoting greater personalization
- Monitors and ensures personal growth through assessment, decision-making and goal-setting

21st Century Learning Expectations

Across all disciplines, our students will demonstrate:

Academic Skills

- Literacy in reading, writing, speaking and reasoning
- Innovation, flexibility and adaptability in thinking patterns and work habits
- The ability to frame, analyze, and synthesize information in order to solve problems, answer questions and apply (knowledge) to new situations
- Creativity through self-expression

Civic And Social Skills

- Appreciate, respect and understanding of similarities and differences among people
- Personal responsibility, character and ethical behavior
- Cooperation and collaboration to solve problems and accomplish goals

Technological Skills

- Productive use and understanding of technology
- Use of technology to obtain, exchange, evaluate, and organize information
- Ability to select appropriate technology for a given task



Boxer PRIDE



<h2>POSITIVE</h2>	<ul style="list-style-type: none"> • <i>Being Optimistic</i> • <i>Turning Obstacles in opportunities</i> • <i>Being Supportive of others</i> • <i>Welcoming challenges</i>
<h2>RESPECTFUL</h2>	<ul style="list-style-type: none"> • <i>Treating others how you would expect to be treated</i> • <i>Being helpful</i> • <i>Listening to others</i> • <i>Recognizing and honoring diversity</i> • <i>Accepting responsibility for your actions</i>
<h2>INCLUSIVE</h2>	<ul style="list-style-type: none"> • <i>Allowing all voices to be heard</i> • <i>Willing to work with anyone</i> • <i>Making sure no one is left out</i> • <i>Inviting others in</i>
<h2>DETERMINED</h2>	<ul style="list-style-type: none"> • <i>Never giving up</i> • <i>Working hard toward achieving your goals</i> • <i>Staying focused</i> • <i>Engaging in class and not opting out</i>
<h2>ETHICAL</h2>	<ul style="list-style-type: none"> • <i>Making logical and moral decisions</i> • <i>Being honest</i> • <i>Showing integrity</i> • <i>Making the right choice despite what others think</i> • <i>Encouraging others to do the right thing</i>

I. General Policies and Information

Academic Calendar



Brockton Public Schools

2023-2024 Academic Calendar



Teachers Report	Tuesday	September 5, 2023
First Day of School for Students	Wednesday	September 6, 2023
First Day of PreK & Kindergarten	Wednesday	September 13, 2023

Schools are closed on the following HOLIDAYS and VACATION PERIODS

LABOR DAY	Monday	September 4, 2023
COLUMBUS DAY	Monday	October 9, 2023
ELECTION DAY	Tuesday	November 7, 2023
VETERANS' DAY	Friday	November 10, 2023
THANKSGIVING RECESS	Wednesday-Friday	November 22-24, 2023
WINTER RECESS	Monday – Monday	December 25, 2023 - January 1, 2024
MARTIN LUTHER KING, JR. DAY	Monday	January 15, 2024
FEBRUARY RECESS	Monday-Friday	February 19-23, 2024
SPRING RECESS	Monday-Friday	April 15 - 29, 2024
MEMORIAL DAY	Monday	May 27, 2024
BHS GRADUATION EXERCISES	Saturday	June 1, 2024
JUNETEENTH	Wednesday	June 19, 2024
LAST DAY OF SCHOOL*	Tuesday	June 25, 2024

*This calendar complies with student learning time regulations 603 CMR 27.03 by scheduling 185 school days for all students. If there are no school cancellations, the 185 scheduled days will be adjusted to 180 school days and the last day of school will be June 18, 2023.

Approved by the Brockton School Committee on August 15, 2023

Health Screenings & Physical Examinations

Required Physicals: Preschool/Kindergarten, Grades 4, 7 & 9

Vision: Grades K-5, 7 & 9 with referrals as needed

Hearing: Grades K-3, 4, 7 & 9 with referrals as needed

Annual Height/Weight (Body Mass Index): Grades 1, 4, 7 & 9

Postural Screenings for Scoliosis: If you wish your child to be screened for scoliosis, please contact your school nurse.

Youth Risk Survey

Periodically, the Massachusetts Department of Elementary and Secondary Education requests our school department to perform random surveys that monitor youth risk behaviors related to the leading causes of morbidity and mortality among adolescents as well as other health indicators. Public High School students are often surveyed from a scientifically selected random sample of schools across the Commonwealth. The data collected is used to identify critical areas of need for our school. This information assists the district with adjusting learning opportunities for our students as well as implement critical programs that focus on these health issues. Students do have the right to “opt out” and if you do not want your son/daughter to participate in these surveys, you should notify school administration of your wishes, and they will be honored.

Brockton Public Schools Responsible Use Policy

Students

The Brockton Public Schools provides access to technology in order to enhance digital literacy for all students and staff. As educators we must: expose students to available technologies, encourage exploration, promote digital citizenship and ensure students have opportunities to demonstrate technological skill in preparation for life after school.

The Brockton Public Schools will work with families to convey expectations children should follow when using media and information sources. To that end, families should be aware that Brockton Public Schools intends to incorporate network use, internet access and email in the grade levels identified below. The Brockton Public Schools utilizes CIPA (Children’s Internet Protection Act) compliant blocking and/or filtering safeguards required by law and will make every reasonable effort to minimize the chance or exposure to objectionable material on the Internet. These measures, coupled with user education, implementation of this policy and grade-appropriate supervision, the Brockton Public Schools believes that the Internet can be safely used to enhance the delivery of educational services.

- a. *Grades Kindergarten through Three:* Students at these grade levels will not have individual computer network passwords or e-mail accounts. During school time, teachers of students in grades kindergarten through three will guide them toward appropriate materials. Web access at these grade levels will be limited to teacher-directed and teacher-demonstrated use. Students will not be conducting independent research on the Internet, nor will they be sending or receiving electronic mail independently.
- b. *Grades Four and Five:* Students in grades four and five will be given individual network access and passwords. Students at these grade levels will not be issued individual e-mail accounts. Students at these grade levels may have the opportunity to conduct research via the Web in the classroom, and to access electronic mail for a group account, during directly supervised instruction.
- c. *Grades Six through Twelve:* Students in grades six through twelve will be given individual network access passwords and receive individual e-mail accounts. Students at these grade levels will have the opportunity to access the internet and conduct independent, self-directed research, both during classroom instruction and outside of classroom. This will be under the direct or indirect supervision of a teacher or staff member.

In order for students to be granted independent access to the internet or individual e-mail accounts, they must agree to and abide by the *Guidelines for Student Use*. For students under 18, parents must sign the Brockton Public Schools *Responsible Use Agreement* form before students will be permitted to gain independent access to the internet or individual email accounts. If the Brockton Public Schools does not receive a signed user agreement, students will continue to have the opportunity to access the internet during supervised classroom instruction.

Guidelines for Student Use

Access to BPS’ computer network, including the Internet, is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Brockton Public Schools. A violation of the terms of this Responsible Use Policy may result in suspension or termination of network access privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Brockton Public Schools. Further action may include criminal prosecution where applicable. The Brockton Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Brockton Public Schools computer network. **This Policy and Guidelines apply to all District Remote Learning Platforms.**

The Brockton Public Schools is committed to providing ongoing educational support to students around responsible digital citizenship. Before being permitted to access the Brockton Public Schools email system, all students are required to complete the Brockton Student Responsible Use Policy and Guideline Tutorial. Once completed, the student will be given grade-appropriate

access to technologies. With this access, students are expected to adhere to the guidelines outlined in the BPS Responsible Use Policy and Guidelines.

1. Violations of this Responsible Use Policy include, but are not limited to, the following conduct:
 - Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
 - Sending messages or posting information that would likely result in the loss of a recipient's work or system (e.g., viruses, malicious scripts).
 - Participating in unauthorized activities which would cause congestion of the network or interfere with the work of others such as the use of prohibited file sharing sites.
 - Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.
 - Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
 - Attempting to harm, modify, or disseminate another user's personal information including passwords.
 - Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any security established on the network.
 - Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation except with prior staff approval and for educational purposes only.
2. The Brockton Public Schools assumes no responsibility for:
 - Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - Any cost, liability or damages caused by a user's violation of these guidelines
3. The Brockton Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Brockton Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
4. All messages and information created, sent or retrieved on the network are the property of Brockton Public Schools. The Brockton Public Schools reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine network maintenance. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.
5. Any users caught illegally obtaining software or transferring such software through the network may have their accounts revoked. In such an event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.
6. Should a user, while using the Brockton Public Schools Technology Network, encounter any material that the user feels may constitute a threat against the safety of fellow students, staff members or the property of the Brockton Public Schools, that user is obligated to report the discovery of such material to a teacher or to the user's principal.
7. Any user who is issued a username and password must ensure that they protect that username and password and refrain from sharing it with anyone. If a user believes their username and password has been compromised or knowingly or unknowingly shared, that user is obligated to share this information with a teacher or principal so that the password and/or user name shall be changed.
8. The Brockton Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources considered confidential.
9. Any user who chooses to bring their own device (BYOD) and accesses the BPS network through that personal device is expected to adhere to the BPS Responsible Use Policy and Guidelines.

The Brockton Public Schools administration reserves the right to amend this policy at any time without prior notice.

District Curriculum Accommodation Plan

The adoption of a District Curriculum Accommodation Plan (DCAP) is a requirement of the Commonwealth of Massachusetts ([Massachusetts General Laws Chapter 71 Section 38Q 1/2](#)).

The law states:

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere

with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The DCAP is intended to guide principals and teachers to ensure that all efforts are made to meet student needs in the general education program and to support teachers in analyzing and accommodating students' diverse learning needs in Brockton Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Brockton are continuously monitoring student progress, differentiating instruction and accommodations to facilitate learning, and fostering understanding. The district is committed to early intervention and addresses learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the needs of every child. The DCAP is to be used by all general education teachers, specialists, Instructional Support Teams with teachers before and instead of students being evaluated to determine special education eligibility.

Brockton Public Schools targeted areas for the DCAP:

- Strategies to assist regular education classroom teachers to help them analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively.
- Support services that are available to students through the regular education program
- Direct and systematic instruction in reading and mathematics for all students
- Teacher mentoring and collaboration.
- Parental involvement in their children's education

Moreover, the DCAP reflects our core values and strategic objectives outlined in the [Brockton Public Schools Strategic Plan](#).

Our core values are to...

- Establish an equitable, diverse, inclusive, and unified district.
- Foster safe environments that facilitate growth, positive outcomes, and active learning opportunities.
- Create student-centered, accelerated learning experiences that are culturally responsive, inclusive of all learners, and support social, emotional, and physical well-being.
- Sustain partnerships with families, community, and businesses to ensure that students have equitable access to high-quality resources.

Objective 1: High-Quality Learning Experiences: Provide student-centered learning founded on lived experience through effective instruction that elicits excitement and engagement from students, families, and staff so ALL are prepared to thrive as members of the BPS community and beyond.

Objective 2: Access to Learning Opportunities: Enhance **all** students' access to learning opportunities that meet their educational, cultural, recreational, and social needs.

Objective 3: Welcoming and Inclusive Environment: Design, create, and maintain a safe, supportive, welcoming, and inclusive environment of positive relationships, where the academic, social, and emotional well-being of the entire school community is supported.

Objective 4: Family and Community Partnerships: Strengthen family, community, business, and higher education partnerships to expand opportunities for students to pursue goals and interests, develop 21st century skills, and prepare for postgraduation success.

Objective 5: Equitable Resources: Ensure equitable access to resources that foster academic and personal growth in safe educational environments.

BPS Approach to Curriculum and Instruction for All Learners

Curriculum Accommodations Supports for General Education Classroom Teachers

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students, depending on student need. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in the accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories:

1. **Setting** (location): Examples include small group, preferential seating, quiet location, etc.
2. **Presentation** (how the teacher shares information): Examples include visuals provided for verbal information, preview/repeat, provide models, etc.
3. **Timing** (any consideration of time within the learning): Examples include time of day, length of time, extended time for assignments, “chunking” into smaller parts, planning for time with student, etc.
4. **Response** (How the student responds back to show understanding): Examples include use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or “specially designed instruction” and those are only appropriate for students on an Individualized Education Program (IEP).

Accommodations are changes to the delivery of classroom instruction or the materials needed to support access to the curriculum. Accommodations change **how** students learn but do not change **what** they learn. They do not change the complexity of knowledge or the grade-level content standards students are expected to learn.

Instructional Strategies for Brockton Public School teachers to use to maximize students’ success in the general education classrooms. The following instructional strategies are broken down into the following four domains: behavior, reading, writing, and mathematics:

Behavior

Listed below are successful teaching strategies to address issues of behavior.

To improve attention to verbal information:
<ul style="list-style-type: none"> ✓ Shorten length of listening activities and direct instruction. ✓ Incorporate activities to accompany listening tasks and direct instruction (interactive notes, questions to answer, illustrating notes, etc.) ✓ Build movement and sensory breaks or tasks into lessons or transitions. ✓ Provide preferential seating. ✓ Re-direct student back to task. ✓ Allow flexible seating options. ✓ Reduce visual distractions in classroom. ✓ Use preferential seating. ✓ Allow for movement breaks. ✓ Use audio material with headphones. ✓ Use graphic organizers/sentence starters.
To improve positive group participation skills:
<ul style="list-style-type: none"> ✓ Establish strong relationships with students. ✓ Provide Calm Classroom lessons. ✓ Access to calming corners and activities within the classroom. ✓ Teach students Zones of Regulation. ✓ Hold daily Morning Meeting (Responsive Classroom). ✓ Establish and post clear expectations and review frequently. ✓ Clear outline (posted) and review of steps for corrective measures and consequences. ✓ Behavior matrix outlining expectations for specific spaces and times within a school building.
To improve transition skills between activities:
<ul style="list-style-type: none"> ✓ Establish predictable routines. ✓ Post expected rules and behaviors. ✓ Provide frequent movement breaks throughout the day. ✓ Post a daily classroom schedule. ✓ Provide warnings of transitions and provide a visual timer if needed. ✓ Teach and model transition routines.
To improve work completion:
<ul style="list-style-type: none"> ✓ Daily check-in and check-out. ✓ Provide positive reinforcement. ✓ Allow access to guidance/adjustment counselor/psychologist. ✓ Provide Home to School communication log. ✓ Establish supervised social groups “Lunch Bunches” through guidance. ✓ Use reflection sheets with students.

- ✓ Utilize a “Buddy Room” to allow students to take break away from their own classroom.
- ✓ Provide sensory tools.
- ✓ Create open lines of communication with families.
- ✓ Allow flexible seating options.
- ✓ Established and posted rewards systems, both classroom and school-wide, for individual students and classes.
- ✓ Provide specific feedback to students both when they are successful and when improvement is necessary.
- ✓ Implement First/Then visuals.
- ✓ Provide students with a choice of two assignments.
- ✓ Shorten the task and amount of material.
- ✓ Break larger tasks into smaller chunks over time.

Reading

Listed below are successful teaching strategies to support all students as they learn to read.

To improve phonological awareness through small group or 1-1 instruction:

- ✓ Teach phonemic awareness through Heggerty.
- ✓ Oral rhyming activities.
- ✓ Segmenting spoken words into syllables.
- ✓ Identifying spoken words with same initial sounds.
- ✓ Identifying spoken words with same ending sounds.
- ✓ Orally blending phonemes into words.
- ✓ Segmenting words into phonemes.

To improve decoding skills:

- ✓ Vision screening.
- ✓ Assess students’ Independent Reading Level (IRL).
- ✓ Multi-sensory reading instruction.
- ✓ Allow students to use tracking tools to read.
- ✓ Daily opportunities for students to practice reading at their IRL.
- ✓ Teach students self-monitoring skills.
- ✓ Provide small group instruction.
- ✓ Provide 1:1 instruction.
- ✓ Establish Guided Reading Groups.
- ✓ Allow students to partner read.
- ✓ Use a variety of text, at different accessibility levels.
- ✓ Create individual word lists for students to practice.
- ✓ Teach syllabication rules.
- ✓ Use manipulatives to isolate individual phonemes in words.

To improve sight word recognition:

- ✓ Create and utilize interactive word walls.
- ✓ Send home word lists for home practice.
- ✓ Create individual word lists for students to practice.

To improve reading comprehension skills:

- ✓ Teach students self-monitoring skills.
- ✓ Allow students to partner read.
- ✓ Multiple readings of the same text.
- ✓ Use a variety of text, at different accessibility levels.
- ✓ Point out and highlight cognates.
- ✓ Use picture word cards.
- ✓ Use pictures to sequence or illustrate events in a story.
- ✓ Deliver individualized Lexia Core 5 lessons to students.
- ✓ Explicit lessons around annotating and actively reading text, tools and scaffolds to support students to do so.
- ✓ Prereading activities, activating prior knowledge and building background to build schema around new topics and content.
- ✓ Pre-teach tier 2 and 3 vocabulary words before reading about new content and concepts.
- ✓ Model fluent reading aloud, and metacognitive strategies “Think aloud” while processing reading.
- ✓ When possible, read grade level texts aloud or use audio when available.
- ✓ Use high interest texts at instructional and independent reading levels.
- ✓ Have students list details in story.

To improve fluency skills:
<ul style="list-style-type: none"> ✓ Multiple readings of the same text. ✓ Model fluent reading. ✓ Choral reading. ✓ Echo Reading.
To improve vocabulary acquisition:
<ul style="list-style-type: none"> ✓ Use picture word cards. ✓ Describe basic objects. ✓ Sort word into categories. ✓ Classify categories of words. ✓ Teach common synonyms/antonyms. ✓ Draw definitions of words. ✓ Use new vocabulary words in sentences. ✓ Teach prefixes, suffixes, and root words. ✓ Point out and highlight cognates.

Writing

Listed below are successful teaching strategies to support all students as they learn to write.

To improve spelling:
<ul style="list-style-type: none"> ✓ Use multi-sensory approach. ✓ Teach sight words in a meaningful phrase or sentence. ✓ Teach specific spelling rules. ✓ Create a grade-level list of commonly mis-spelled words reference sheet. ✓ Use word to allow students to type response and use spell check. ✓ Utilize a dictionary to correct spelling. ✓ When possible, allow use of Google translate for word-to-word translation as needed. ✓ Use peer editing conferencing. ✓ Use teacher editing conferencing.
To improve handwriting:
<ul style="list-style-type: none"> ✓ Allow alphabet strip on students' desks. ✓ Utilized different paper to accommodate needs of student. ✓ Use pencil grip. ✓ Teach students to use finger space when spacing words. ✓ Allow students to type responses. ✓ Reduce copying from board or book.
To improve written expression:
<ul style="list-style-type: none"> ✓ Use whisper phone to read and edit own writing. ✓ Provide a grade appropriate Editor's Checklist. ✓ Distribute writing rubrics prior to students beginning a writing assignment. ✓ Show examples of student writing (poor to exemplar). ✓ Allow students to choose what they write about and how they present their final product. ✓ Allow peer editing. ✓ Break essays into manageable tasks over time. ✓ Use graphic organizers based on individual student need. ✓ Teach students the writing process (brainstorming, rough draft, etc.). ✓ Use sentence starters, stems, or frames for students. ✓ Provide a list of transition words. ✓ Provide task specific key word lists (compare contrast, sequencing etc.). ✓ Provide and review content vocabulary to be incorporated in students written responses. ✓ Design, scaffold and facilitate student-led discussions of questions or writing prompts and tasks prior to the students beginning the actual writing.

Mathematics

Listed below are successful teaching strategies to support all students as they learn to mathematics.

To improve skills and readiness if below grade level:
<ul style="list-style-type: none"> ✓ Assess students' independent math level. ✓ Progress monitor daily, weekly, or bi-weekly.

<ul style="list-style-type: none"> ✓ Use manipulatives. ✓ Allow students to use lined paper to help organize calculations. ✓ Allow students fact charts. ✓ Provide math reference sheets – and translated versions as needed. ✓ Allow students to use drawings to solve problems.
To improve the memorization of math facts:
<ul style="list-style-type: none"> ✓ Teach in a systematic way. ✓ Use motivating and engaging games for practice. ✓ Teach students to be flexible with numbers. ✓ Utilize Number Talks.
To improve the ability to attend to important details:
<ul style="list-style-type: none"> ✓ Teach students to highlight keywords and phrases when solving word problems. ✓ Pre-teach math vocabulary for new topics, paying attention to multiple meaning words, cognates, and false cognates. ✓ Use the 3 Reads Strategy. ✓ Teach the TTQA strategy (turn the question around). ✓ Reduce number of problems on a page. ✓ Allow students to use lined or graph paper to help organize calculations.
To improve the understanding of concepts:
<ul style="list-style-type: none"> ✓ Provide small group instruction. ✓ Provide 1:1 instruction. ✓ Allow extra time on all tests. ✓ Read aloud all grade level math materials. ✓ Use the 3 Reads Strategy. ✓ Provide students with “Real-World” experiences. ✓ Utilize Number Talks. ✓ Use the CRA (Concrete, Representational, and Abstract) Model. ✓ Create assignments on ST MATH to help students struggling on a particular concept. ✓ Post visuals, posters, and anchor charts to help students during independent work time. ✓ Teach students test-taking strategies. ✓ Allow students to peer tutor. ✓ Create alternative ways for students to show their knowledge. ✓ Encourage and model the use of reference sheets, number lines, number grids etc..
To increase the rate of work completion:
<ul style="list-style-type: none"> ✓ Reduce the number of problems to complete. ✓ Give choices. ✓ Use a visual timer. ✓ Break up longer assignments into manageable chunks.
To improve the ability to sequence steps for computation:
<ul style="list-style-type: none"> ✓ Provide models. ✓ Use reference sheet at seat. ✓ Use mnemonic devices. ✓ Review steps frequently. ✓ Provide posters within the classroom for reference. ✓ Use manipulatives.

Multi-Tiered Systems of Support

MTSS is a system designed to meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social-emotionally. To realize this success, multi-tiered systems must be supported by leadership, implementation, and competency drivers to ensure that all district resources are focused on supporting our students, who can and will learn and succeed with our support.

Tier 1: Universal Support

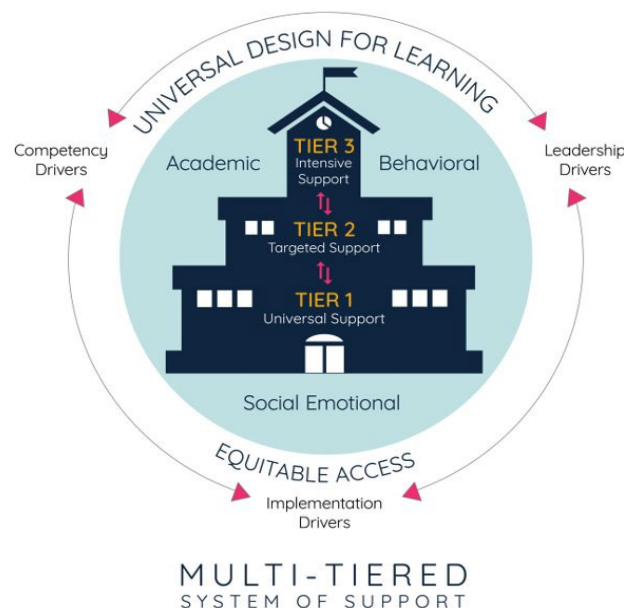
These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator Effectiveness Guidebook for Inclusive Practice, 2017)

Tier 2: Targeted Support

Tier 2 supports occur in addition to the supports that happen in Tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice skills necessary for core instruction. Tier 2 supports are provided for all students who need them. Tier 2 services may or may not supplement special education services for students with an IEP, depending on the individual student needs.

Tier 3: Intensive Support

Tier 3 provides more intensive support. These are often explicit, skills-based, focused interventions that occur individually or in very small groups. Again, Tier 3 supports are provided for all students who need them. Tier 3 is not synonymous with special education.



Supporting the implementation of Brockton’s MTSS are a series of district initiatives to ensure equitable access for all students including, but not limited to:

System Wide Initiatives:

- District vision of shared responsibility of multilingual learners' success and accountability.
- Establishment of Essential Actions for each school year to support the implementation of the district vision – at the teacher, coach, school leadership, and district leadership levels.
- Strong partnership with the DESE statewide systems of support liaisons focused on guiding and supporting school teams to develop effective sustainable improvement plans.
- District leadership support team designed to collaborate and coordinate with state and school leaders.
- Implementation of Illustrative Math K-5.
- Implementation of Carnegie Learning Math and Mathia, 6-12.
- Implementation of Wonders Reading and Writing Program K-5.

Direct and Systematic Reading and Mathematics Instruction for ALL Students:

- Direct, explicit instruction using HQIM in reading and math, with a focus on early literacy foundational skills in grades PreK-2.

- Use of Leveled Literacy, Wonders Works, Foundations and Heggerty as reading interventions in the elementary grades.
- Tier II instruction that aligns with Tier I instruction using HQIM.
- Tiered differentiated instruction through a variety of instructional formats.
- Standards for instructional time allotment for all content areas.
- Dual Language Immersion program beginning in kindergarten (George School).
- Dual language programming in the following languages – Spanish (K-12), Portuguese (K-6 and growing each year), and French (K-5 and growing each year).
- Programming for multilingual learners at the foundational level – Launch Program at the elementary level and Transitional Bilingual Education at the secondary level.
- Integrated Sheltered English Immersion classrooms at all levels.
- English as a Second Language (ESL) teachers at every school to support the needs of English Language Learners in all programs – Launch, TBE, SEI, ISEI, Dual Language.
- Additional enrichment or WINN block at the Middle School level for students to meet standards.
- Academic Support Services -- School Year and Summer Programs.
- After-school options such as homework assistance and academic support.
- Use of both co-teaching and pullout models, K-12.
- Availability of in-school, after-school, and summer remedial programs.
- A variety of programs designed to address needs of students at-risk of failing.
- Program for gifted and talented students in grades 4 and 5.
- International Baccalaureate course offerings and diploma program at the 9-12 level.
- Priority instructional scaffolding for educators of multilingual learners at the foundational and transitional levels.
- A variety of teaching approaches, including teacher modeling, teacher-directed instruction and practice, group discussions, problem solving and cooperative learning.
- Emphasis on differentiated instruction/checking for understanding and formative assessment strategies in the classroom.
- Both oral and visual directions for assignments, along with visual, auditory, and tactile prompts.
- A variety of models implemented by instructional service providers.
- Active and varied learning activities across subject areas.
- Pre-writing and Writing Rubrics (MCAS rubrics) K-5 to assess student writing in a variety of modes and at a variety of stages throughout the writing process, middle schools, 6–8.
- Active reading and writing prompts in 6-8 Math every week.

Services and Supports within the Regular Education Classroom:

- Instructional Support Teams (IST) in all schools that address students who need additional instructional and/or social emotional behavior supports.
- Guidance Services Handbook.
- Social Thinking.
- Trauma-informed practice training and implementation.
- Second Step Program in all elementary schools.
- Positive Behavior Intervention and Support (PBIS) in all schools.
- English language success plans for students who did not meet their English language proficiency targets, with goals and system of monitoring progress through ESLP meetings.
- Language assessment team meetings to respond to individual student needs and placements.
- Districtwide Tier 1 Behavior Interventionists.
- Tier 2 Behavior Interventionists (middle school).
- Therapeutic and Behavioral Stabilization Programs.
- Functional Behavioral Assessment and Behavior Support Plans.
- School discipline codes, annually revised and translated.
- Elementary School Student/Parent Handbook.
- Middle School Student/Parent Handbook.

- High School Student/Parent Handbook.

High Quality Instructional Materials:

- Massachusetts Frameworks Common Core aligned standards-based report cards at the elementary level.
- Utilized the CuRaTe process to identify high-quality evidence-based curriculum in all content areas.
- Utilized CuRaTe to identify high-quality evidence-based ELA curriculum.
- Availability of a wide variety of curricular and instructional materials including 1-1 tablets, Smart Boards, LCDs, digital resources including, Lexia Core5, Lexia English and ST Math K-5, Carnegie Mathia, 6-12.
- Developmentally appropriate, culturally, and linguistically responsive curriculum.
- Scientifically research-based core text in grades K-5.
- HQIM Wonders & Math Illustrative Mathematics (K-5).
- HQIM Carnegie Math and Mathia, 6-12.
- HQIM Amplify Science, 6-8.
- Study Sync ELA (middle school) Implementation in conjunction with GLEAM Grant and TNTP consultant partnership.
- Discovery Education Techbook used for delivery of science content, K-5.
- Discovery Education Social Studies Techbook delivery of social studies content, middle schools, 6-8.
- Lexia Power Up literacy intervention program, middle schools, 6-8.
- ICivics - Civics Project Workbook, digital and print versions to ensure equitable access for Civics Projects in middle school Social Studies, grade 8.
- Scientifically researched visual instructional program, ST MATH in K-5, Mathia 6-12.
- Wonders 2023 ELL Small Group Program and Lexia English as core resource to develop elementary ESL curriculum.
- Adaptation of Study Sync for Beginner ESL middle school students as core resource.
- ILit and English 3D as core resource to develop high school ESL curriculum.

Ongoing Analysis of All Students Through Formative and Summative Assessments:

- STAR Formative Assessment system in Math and English Language Arts.
- Expository and Narrative Writing Benchmarks collected quarterly for K-grade 5.
- Common Benchmark Assessment system in grades K-8 with 4 cycles of common assessments in all content areas. Five common assessments in 6-8 Math.
- Warning and Intervention Student List (WISL): Early warning indicators used to identify, monitor, students needing additional academic and social emotional support.
- Monthly data meetings at each school to review screening assessments (Lexia Core5, Lexia English).
- The use of standardized and criterion-referenced assessment data as one measure of student learning and indicator of student needs.
- Dyslexia screening assessments will be administered K-3 three times per year.
- Analysis of WIDA ACCESS test results for the establishment and monitoring of language development goals of a student's English Learner Success Plan (ELSP).
- Analysis of WIDA ACCESS test results for program recommendation and classification English learners.
- STAR and Cog At in grades 3 as criteria for selecting students for Talented and Gifted placement.
- MCAS in grades 3, 4, 5, 6, 7, 8.
- MCAS in grade 10.
- Professional Learning structures designed to focus on instruction and data analysis.
- Creation, implementation, and analysis of common assessments using EDCITE in Math, ELA, K-8.
- Implementation and analysis of data within Amplify Science, 6-8.
- Creation, implementation, and analysis of common assessments in Social Studies, 6-8.
- School-based Language Assessment Teams to facilitate placement and supports for English Language Learners.

High Quality Mentoring for ALL New Teachers:

- Teacher mentoring program.
- New teacher orientation.
- Mentor teacher handbook.

- New teacher survival guide.
- Annual internship program.
- Professional development opportunities focused on educating and supporting teachers in content areas as well as equity, diversity, inclusion, belonging, and social emotional learning.
- MABE Summer Institute for Dual Language teachers.
- George School Summer Institute for new Dual Language teachers.
- Building based Professional Learning Communities.
- Leadership Academies.

Instructional Coaching:

- Elementary Literacy, Language Acquisition and STEM Coaches in all elementary schools.
- Instructional Resource Specialists at Brockton High School.
- Curriculum content department heads or coordinators PreK-12.
- Title I support at the elementary and middle schools.
- English Language Acquisition coaches providing instructional and curriculum support for teachers.
- Dedicated school-based English language acquisition coaches to support teacher development on language acquisition needs of multilingual learners in a variety of programs and proficiency levels.
- Instructional coaches provide job-embedded professional learning and support for classroom teachers, K-5.
- Implementation of districtwide learning management system (Schoology and TEAMS) and targeted professional development on instructional strategies for remote learning.

High Quality Professional Development Opportunities:

- Brockton Public Schools' Professional Development Plan has a process for approving professional development opportunities in the district.
- The newly appointed Director of Professional Growth and School Improvement regularly collaborates with district content and department leaders to provide high quality professional development.
- There are continuous ESL and Special Education courses offered to all BPS staff.
- SEI Endorsement courses offered to BPS educators.
- Professional Development opportunities for paraprofessionals and monitor teacher assistants based on identified needs.
- Youth Mental Health First Aid training offered to all BPS staff.
- Safety Care/De-escalation training offered to all BPS staff.
- Job-embedded professional development provided by school-based English language acquisition coaches at the elementary level.
- Job-embedded professional development provided by district English language acquisition coaches at the middle and high school levels.
- Immediate and specific feedback about student performance.
- Opportunities for collaborative lesson planning emphasizing activating and summarizing activity.

Family Engagement Systems:

- Parent Academy programming.
- Family Engagement Liaisons K-8 provide school-specific programming to meet needs of their respective school communities.
- Parent Advocacy Centers with native language support reflective of dominant languages in the community.
- Community and Family Engagement offerings.
- Carnegie Learning provides online tutoring in ELA and Math for all middle school students.
- “Welcome to Kindergarten” parent resource guide.
- Strategies for use of community agencies and volunteers to assist students and teachers.
- Partners in Excellence Handbook: Brockton Public Schools Volunteer Program.
- Services of the Community Schools' Adult Learning Center.
- Parent and family nights offered through Extended Day and 21st century programs.
- Parent and family night events and information sessions offered through the Bilingual PAC
- Family Learning Program.

- Providing information for parents to understand school programs and options available for their children through www.bpsma.org (multiple languages).
- Annual open houses and two parent conferences at all levels.
- Multiple curriculum nights at the elementary level.
- Monthly parent newsletters from all schools Consistent home-school communication exists through newsletters, phone calls, email, and text.
- Information regarding testing programs provided in a variety of formats to district and school parent advisory groups.
- Active PTO supports schools financially to defer costs of field trips, book donations etc. and through volunteerism.
- School Council which consists of parent representatives.
- Coordinated School Wellness Programs.
- Bilingual Parent Advisory Council (BPAC) meetings and events throughout the year.
- Special Education Parent Advisory Council (SEPAC).
- Parent Information Sessions on ACCESS, the language assessment team process, and on English language success plans.
- Establishment of the Multilingual Parent Communication Center that supports families and schools in the following languages – Cape Verdean, Portuguese, Spanish, Haitian, French, Hmong, Chinese, Laotian, and Thai.
- ELL Parent Advocates speaking Cape Verdean, Portuguese, Spanish, Haitian, and French to assist families with external supports.
- Creating professional development focused specifically on strengthening partnerships with community members and organizations, enhancing relationships with families, and increasing family and community engagement.

Instructional Support Teams (IST)

All Brockton Public Schools have established a school-based Instructional Support Team (IST). The goal of the IST is to maximize individual student success in the general education classroom through a process of collaborative problem-solving focused on student access to the social and academic facets of school. IST is a positive, success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective barriers for all students. The IST asks the essential question of:

What resources can we use to increase the student's chances for success?

IST answers this question through a team approach that provides for greater cohesiveness, coordination, and instructional continuity, and complements existing curriculum and instructional programs.

Any student experiencing academic, social, or behavioral challenges in school may be a candidate for IST. This includes students beginning to display problems in general education, as well as students with disabilities who are included in general education programs. Students are identified for IST services by the classroom teacher, other educators, or parents.

Members of the IST

Although specific members of the IST may vary from student to student, based on student need, the IST generally consists of a building administrator, the team chairperson, the adjustment and/or guidance counselor, the student's classroom teacher/s. The students' parents/caregivers are also encouraged to participate as active partners in the process.

Pre-IST Referral

When a student experiences difficulty in school the classroom teacher should begin a problem-solving process that involves:

1. Identify the area/s of concern (see Appendix I for the document "Brief Assessment of Student Strengths and Challenges" that may be helpful in establishing area/s of concern).
2. Review all existing student academic and behavioral data (including, but not limited to):
 - a. STAR Assessment Results
 - b. Report Cards
 - c. Classroom Assessments
 - d. Disciplinary Information
3. Consult/Brainstorm with:
 - a. Previous teachers

- b. Grade Level Colleagues
 - c. Academic Coaches/Support Staff
 - d. Parent/Guardian
4. Maintain documentation on DCAP accommodations attempted and student response.

IST Referral

Once pre-referral steps have been completed, the classroom teacher is encouraged to make a formal referral to the IST. The IST determines what strategies should be implemented to help the student achieve success in the general education classroom. Collaboration and joint planning occur throughout the entire process. Each member of the team has equal input and decision-making power to determine what methods, learning strategies, special techniques, or programs best address the student's area(s) of weakness.

IST Process & Procedure

The IST is grounded in the understanding that development is the result of the relationships between students and their environments. To effectively plan for supportive interventions, it is understood that the IST cannot evaluate a child's development only in the immediate environment and they must also examine the interactions among the larger environments that a student develops within. The IST will begin by examining the multiple facets of the student during the intake process:

- **Student as an Individual**
 - Academic and/or SEL screening data
 - Review of available medical screenings/information
 - Developmental course/milestones
 - Internalizing/Internalizing challenges
- **Student as Member of Family**
 - Familial structure, culture, language
 - Military Connections
- **Student a Member of School**
 - Relationship between staff and student
 - Relationship between school and family
 - Review of Academic and SEL screening data
- **Student as Member of Peer Group/s**
 - Peer relationships
 - Bullying (target or aggressor)
- **Student as Member of Community**
 - Access/participation in community groups/support
 - Assess to transportation, health care, food/nutrition.
 - Involvement in social service supports.

The IST process involves identifying a student's need for academic or behavioral support, determining the strategies needed to assist the student, and implementing and monitoring intervention strategies through a continuum of services. After an initial intake assessment of the multiple facets of a student the IST recommends strategies across all domains of student functioning to be implemented to help the student achieve success in school. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are evaluated by the team after a set period of time, based on the goals set for the student. If the student's teacher reports a positive change, the strategies are continued. If there is no progress, other strategies are tried and/or the student may be referred for a comprehensive evaluation to determine eligibility for special education and/or related services.

The IST process represents a system of problem-solving driven by students' needs. At the core of the process is the belief that all students can learn and that all students matter. IST maximizes the teaching resources within schools in a systematic search for what works for the individual student.

Important Phone Numbers

School Department

Superintendent's Office	(508) 580-7511
Guidance Office	(508) 580-7521
Attendance Office	(508) 580-7518

Brockton High School

Administration	(508) 580-7633
Guidance Office	(508) 580-7477
Special Education	(508) 580-7623
Bilingual Education	(508) 580-7627

Red Building

Associate Principal of Climate & Culture	(508) 580-7421
Assistant Principal	(508) 580-7054
Guidance	(508) 580-7425
IRC	(508) 580-7452

Yellow Building

Associate Principal of Climate & Culture	(508) 894-4400
Assistant Principal	(508) 894-4403
Guidance	(508) 894-4405
IRC	(508) 580-7454

Nurse's Office	(508) 580-7691
School Police	(508) 580-7611
Project GRADS	(508) 580-7493

Azure Building

Associate Principal of Climate & Culture	(508) 580-7431
Assistant Principal	(508) 580-7056
Guidance	(508) 580-7435
IRC	(508) 580-7453

Media Release Policy

From time-to-time Brockton High School receives requests from media outlets to interview, audio tape and videotape students as part of their reporting of programs and events at the school. Additionally, Brockton Public Schools has a web page, and occasionally digitized images of students are displayed, again, as part of the reporting of positive events at the high school. **Should you as parent/guardian (or adult student) object to the inclusion of your son/daughter (or yourself as an adult student) in such media events, you should notify school administration of your wishes in writing, and they will be honored.**

Because of the size of the Internet, many kinds of materials eventually find their way onto the system. Should a user happen to find materials that may be deemed inappropriate while using the Brockton Public Schools Internet account, the user shall refrain from downloading this material, and shall not identify or share the location of this material. Be aware that the transfer of certain kinds of materials is illegal and punishable by fine or jail sentence. In addition, the Brockton Public Schools take no responsibility for any information or materials that are transferred through the Internet.

Inclement Weather Procedures

IMPORTANT INFORMATION FOR ALL STAFF MEMBERS, STUDENTS AND PARENTS/GUARDIANS REGARDING SCHOOL CANCELLATIONS, DELAYED OPENINGS, AND EARLY SCHOOL DISMISSAL UNDER ADVERSE WEATHER CONDITIONS:

School Cancellations

In the event of inclement weather, local and Boston media makes announcements regarding school cancellations. The **NO SCHOOL** announcements for the Brockton Public Schools are made locally by radio station **WATD (95.9 FM)**, by Boston radio station **WBZ (1030 AM)** and by **Boston Television Channels 4, 5 and 7**. **Cancellations are also posted on our website: www.bpsma.org and are reported to parents via phone notifications.**

If the Brockton Public Schools are cancelled due to inclement weather, all school facilities will be closed on that day. All Community School, neighborhood school and adult evening classes will also be cancelled. There may be occasions when the Superintendent may decide to close pre-kindergarten only.

Depending upon the severity of the weather conditions and how they impact on the health and safety of students in the Brockton Public Schools, it may be necessary to delay the start of the school day or to dismiss students before their customary dismissal times. These

options would be implemented only under certain conditions. As usual, parents should use their own judgment whether or not to send their children to school in severe weather.

Delayed School Openings

The Brockton Public Schools reserves the right to delay the opening of school to deal with unusual conditions that may exist on a particular school morning. The district may opt to delay school by one hour, 90 minutes or 120 minutes. Delays would affect only the opening of school with dismissals taking place at regularly scheduled times. All Smart Start Extended Day morning programs will open at 8:00 AM instead of 7:00 AM. Afternoon sessions will be held as normally scheduled. When delays are announced, the opening of school will occur one hour, 90 minutes or 120 minutes later than normal according to the following schedule (dismissal time will not be affected):

	1-hour delay start	90-Minute Delay Start	2-Hour Delay Start
Brockton High School	8:20 AM	8:50 AM	9:20 AM
Huntington Therapeutic Day School	8:20 AM	8:50 AM	9:20 AM
Gilmore School	8:35 AM	9:05 AM	9:35 AM
Edison Day Academy	8:20 AM	8:50 AM	9:20 AM
Middle Schools	9:05 AM	9:35 AM	10:05 AM
Davis K-8 School	9:15 AM	9:45 AM	10:15 AM
Raymond School	9:15 AM	9:45 AM	10:15 AM
Barrett Russell ECC	9:10 AM	AM Session Cancelled	
Kindergarten & Elementary Schools	10:00 AM	10:30 AM	11:00 AM
Edison Night Academy	According to Principal		

School transportation pickups will occur one hour, 90 minutes or 120 minutes later than normal. School lunches will be served at their regular times.

The same media that make school cancellation announcements will announce the delay.

Parents are not to send or drop off their children early on days when a delayed opening has been announced.

Early School Dismissals

In the event that severe weather conditions develop after the start of the school day, it may become necessary to release students before the scheduled dismissal time. The decision to release early will be made in the interest of the health and safety of the students and will be announced by the same media that make school cancellation announcements no later than 10:00 a.m.

Early dismissals will take place according **to the early dismissal schedule for in-service days** unless unusual conditions dictate otherwise. The customary schedule for in-service early dismissals is as follows:

Barrett Russell ECC	10:40 AM
Brockton High School	11:00 AM
Edison Day Academy	11:00 AM
Huntington Therapeutic Day School	11:00 AM
Davis K-8 School	11:30 AM
Raymond School	11:30 AM
Middle Schools	11:30 AM
Kindergarten & Elementary Schools	12:15 PM
Gilmore School	12:25 PM
No Pre-K Afternoon Session	

WHEN SCHOOL IS CANCELLED, ALL IN SCHOOL AND OUTSIDE OF SCHOOL ACTIVITIES WILL BE CANCELLED.

The Responsibilities of Students

It will be the responsibility of the students to:

- Know and abide by the Student Handbook of Rights and Responsibilities.
- Inform staff of any violations of the Handbook in regard to weapons.
- Demonstrate sensitivity to and appreciation of cultural diversity.
- Inform staff of potentially disruptive and/or violent situations.
- Allow staff quick and easy access to conflict situations.
 - Obey staff directions regarding their own movement during conflict situations.
 - Treat peers and staff with respect
 - Avoid using racist, sexist or obscene language (both inside and outside the classroom).
 - Recognize the rights of others.
 - Seek help from staff or trained peers as a means of avoiding a conflict situation.
 - Avoid instigating conflict through language, gestures or the spreading of rumors both in school and out of school.

Parents of new students are responsible for the transfer of all records. If the grades are not provided, no credit will be given at BHS.

Brockton High School Mediation Program

Brockton High School offers a Mediation Program. Mediation is a form of conflict resolution, which enables those who are in conflict to work out a resolution to their dispute with the help of trained mediators. The Mediation Program is offered in addition to the present code of conduct procedures. It will supplement, not replace, current policies.

Conflicts that occur over rumors, relationship issues and racial incidents are all common situations that if unresolved can lead to more serious problems. Mediation sessions usually result in agreements that effectively resolve disputes by addressing the underlying causes of conflict.

Cases can be referred to mediation by teachers, counselors, administrators, students and parents. When the referral source has a case that they feel is appropriate for mediation, they contact the Mediation Program Coordinator/Faculty Advisor with the names of the students involved and the nature of the case. The Coordinator/Advisor will contact and interview the students involved to get an understanding of the dispute. One will explain the mediation process and ask the parties if they are willing to mediate. If they agree to participate, the mediation is scheduled.

All efforts are made to mediate the dispute shortly after it occurs. The longer a dispute continues, the more likely it will escalate and include more parties. In cases where a suspension is necessary, mediations can take place before students return to school.

Mediation is voluntary and, in all non-life-threatening matters, confidential. Mediation sessions between two people usually last one class period while multiparty mediations require more time. Most result in agreements that are honored by all parties.

Internet Acceptable Use Policy

The purpose of these guidelines regarding network access, email and Internet usage is to make certain that all who use these resources, both students and faculty, do so in an appropriate manner. The use of the network is a privilege, not a right, which may be revoked at any time for abuse of this privilege. Violations of this policy may result in a loss of access as well as other disciplinary or legal action.

The primary purpose of the Internet connection is educational. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. All data stored or transmitted on any district electronic device or transmitted from any device on the district network may be monitored, retrieved, downloaded, printed, and/or copied at any time and without notice, as staff and students have no right to privacy with regard to such data. This information may be disclosed to others, including law enforcement agencies.

Users **are not** permitted to:

- harass, insult, threaten, bully or attack others from home or school computers or electronic devices
- send or display offensive or false materials, messages or pictures
- use obscene language
- use the network to perform any illegal or unethical act
- violate copyright laws or plagiarize
- use another's password or access another's folders, files, or documents

- employ the network for commercial purposes
- damage computers, computer systems or computer networks

Please note that this is not an exhaustive list.

The Brockton Public Schools complies with FCC regulations as specified in the Children's Internet Protection Act (CIPA-P.L. 106-554) by providing filtering on all computers that students use.

Brockton High School reserves the right to suspend computer use for any student. Violations may also result in other disciplinary or legal action as appropriate.

This Acceptable Use Policy applies to all Remote Learning Platforms.

Non-Discrimination Statement

The Brockton Public School System does not discriminate on the basis of race, religion, color, national origin, age, sex, veteran's status, sexual orientation, gender identity or disability in admission to, access to, treatment in or employment in its programs and activities, in accordance with M.G.L. ch. 76, § 5.

Equity Officer

The Brockton School Committee has designated James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, as the school system's equity officer for students, vested with the authority and responsibility of processing all complaints of discrimination brought under the provisions of the statutes listed below. Dr. LaBillois has also been designated as the district's Section 504 Coordinator and the Sexual Harassment Officer. Any student who feels that one has been harassed or discriminated against because one's race, color, national origin, religion, age, sex, gender identity, sexual orientation, disability, pregnancy or pregnancy related condition should contact Dr. LaBillois in the Crosby Administration Building at 43 Crescent Street, Brockton, MA 02301-4376, (508) 894-4341. If the student prefers, one may file the complaint with any teacher or counselor, who will then bring the complaint to the attention of the Equity Officer.

Civil Rights and Harassment

Under federal and state law, all students have the right to an education that is free from discrimination. All school programs and activities are open to students without regard to race, color, sex, religion, national origin, disability, gender identity, sexual orientation, pregnancy or pregnancy related condition. All school procedures and policies are applied in such a way that students are treated equally and fairly.

It is the policy of the Brockton Public Schools to promote and maintain an educational environment that is free from harassment. Harassment is against the law and will not be tolerated in the Brockton Public Schools. Harassment is defined as unwanted or unwelcome verbalisms or behaviors with overtones related to a person's race, color, sex, religion, national origin, disability, gender identity, sexual orientation, pregnancy or pregnancy related condition. Disciplinary measures in response to civil rights/harassment cases may include, but not be limited to office referral, parental conference/notification, notification of School Police, detention, suspension and/or exclusion, depending on the severity of the case. The Brockton Public Schools' Civil Rights Discrimination Grievance Procedure can be accessed through our website at <https://www.bpsma.org/departments/student-support-services>, or by contacting your school office.

The Brockton School Committee has designated James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, as the school system's equity officer for students, vested with the authority and responsibility of processing all complaints of harassment and discrimination. Any student who feels that one has been harassed or discriminated against because of one's race, color, sex, disability, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition should contact James M. LaBillois in the Crosby Administration Building at 43 Crescent Street, Brockton, MA 02301-4376, (508) 894-4341.

If the student prefers, one may file the complaint with any teacher or counselor, who will then bring the complaint to the attention of the Equity Officer.

If parents are not satisfied with the results of the investigation and the action taken, a formal complaint may be filed with the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109, (617) 289-0111.

Hazing

It is the policy of the Brockton Public Schools to promote and maintain an educational environment that is free from any form of hazing practices. Hazing is against the law and will not be tolerated by the Brockton Public Schools.

Chapter 269 of the General Laws of Massachusetts includes the following three sections relative to the prohibition of hazing:

SECTION 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

SECTION 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to oneself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

SECTION 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Sexual Harassment

It is the policy of the Brockton Public Schools to promote and maintain an educational environment, which is free from harassment, including sexual harassment. Sexual harassment, whether by another student or by staff, is against the law and will not be tolerated by the Brockton Public Schools.

Sexual harassment is defined as repeated, unwanted, or unwelcome verbalisms or behaviors of a sexual nature related to a person's sex or sexual orientation. In addition, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's success as a student, (2) submission to or rejection of such conduct by an individual is used as the basis for educational

decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's educational performance or creating an intimidating, hostile or offensive educational environment.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances and including the severity of the conduct.

Examples of sexual harassment include, but are not limited to the following:

- Offensive sexual flirtations, unwelcome sexual advances or propositions
- Continued verbal abuse or innuendo of a sexual nature
- Uninvited physical contact such as touching, hugging, patting or pinching
- Verbal comments of a sexual nature in front of people who find them offensive
- Making obscene gestures or suggestive or insulting sounds
- The demand of sexual favors accompanied by an implied or overt threat concerning an individual's scholastic status or promise of preferential treatment
- Leering or stalking
- Indecent exposure
- Assault or coerced sexual acts
- Requests for sexual favors in exchange for actual or promised scholastic benefits
-

Please note: Because sexual harassment is a violation of Massachusetts General Law, building principals have been instructed to refer certain cases to the School Police and to the District Attorney's office for possible prosecution.

Process

1. Students who believe that they have been subjected to sexual harassment should report the incidents to any teacher, counselor, or administrator as soon as possible. The student will be offered interim measures, as appropriate, to support the student during the course of the investigation. The incidents will be investigated, and appropriate action will be taken.
2. If a student is not satisfied with the results of the investigation and the action taken, the student may file a formal complaint with the Office for Civil Rights of the Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, (617)-289-0111.
3. The Brockton Public Schools announces that any retaliatory action of any kind taken by a student or an employee against any student as a result of that person's seeking redress under these procedures is prohibited and illegal and shall be regarded as a separate and district grievable matter under this procedure.

Complaint Officer

James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, is the designated complaint officer for students. He's vested with the authority and responsibility of processing all harassment complaints. Dr. LaBillois's office is located in the Crosby Administration Building at 43 Crescent Street, Brockton, MA 02301-4376, (508) 894-4341

Bullying and Cyberbullying

The School Committee is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected. For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops; • On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses. Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred, they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

Threats

Making any threats verbally, written, through a third party, through any Social Media platform, text messages, or with gestures will result in a due process hearing with a possibility of long term suspension or other disciplinary consequences.

EPA Warnings & Notification

Brockton Public Schools Public Notice

ATTENTION: Principals, Parents, Teachers, Students and Building Occupants

REFERENCE: Asbestos Inspections and Management Plans Compliance with The Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA)

EPA Warnings & Notification

AHERA 40 CFR 763.1 11

The Brockton School Department as a local education agency (LEA) has posted in the primary administrative and custodial offices and in the faculty common rooms of each School under its authority a completed copy of a Notice to School Employees which indicates that the school has been inspected and has friable asbestos containing material in it. This posted notice shall remain in place indefinitely in all schools that have friable asbestos containing material.

AHERA regulations, to wit, 40 CFR Part 763, "to protect users of school buildings from unwitting exposure to concentrations of airborne asbestos which occurs when friable asbestos containing materials are damaged or disturbed. Compliance with this rule will both ensure that these materials are identified and that the school users are notified of their presence so that they can prevent or reduce release of asbestos."

All Brockton Public Schools were inspected for friable and non-friable asbestos containing materials in late 1988, in response to the EPA Asbestos Hazard Emergency Response Act (40 CFR 763, AHERA, 1987). As a result of information obtained from the inspections of each school, a Management Plan was developed in February of 1989 to manage the asbestos in the schools in a manner that protects human health and the environment. This plan contains the locations, by room or building area of all friable and non-friable asbestos containing material, sample results and an estimate of the percent of asbestos content.

In each school a Management Plan is available for public inspection in the Principal's Office and at the Office of the Director of Facilities for the Brockton Public Schools. Copies of the Management Plan are available upon written request, with a nominal fee for costs of reproduction of the document(s).

Student Information to Military Recruiters

Federal legislation requires, upon request by military recruiters, that each school district release to such recruiters the names, addresses and phone numbers of current students, **unless the student or parent has submitted a request indicating that such information is not to be released.** If a student or that student's parent does not want such information to be released, one must complete a Military Recruiters Opt-Out form which can be found on **page 6** of this handbook. This signed form will prevent the military from obtaining a student's information from Brockton High School. Please note that military recruiters have several other avenues from which they may obtain information for recruiting purposes. **The form must be signed and delivered to the school principal no later than October 1.**

The Educational Rights of Children and Youth in Homeless Situations

The Brockton Public School district complies with federal and state laws and regulations in the identification and education of children who are in homeless situations. The intent of this policy is to provide each child and youth equal access to the same free appropriate public education, including public preschool, as provided to other children and youth. In accordance with requirements of the McKinney-Vento Act, the Superintendent has designated Janice Johnson Plumer as the Homeless Education Liaison.

I. Academic Policies

State-Mandated Assessment Requirement

As well as meeting all local graduation requirements, the Commonwealth of Massachusetts requires all students to pass the English/Language Arts, Math, and Science Technology and Engineering MCAS exams in order to receive a high school diploma. High School students take these exams for the first time at the end of the sophomore year. Students will have five opportunities during their high school years to pass the ELA and math MCAS and three in Science/Technology and Engineering. To assist students in preparing for these exams, Brockton High offers many MCAS preparation programs. Tutoring is available in our ACCESS Center (G128) during the day and after school. It is important to note that students who have not passed the MCAS may be rescheduled from Directed Academics or elective courses and assigned to MCAS classes. These classes during the day are mandatory; students will receive a grade and earn credit for these classes.

If a student does not receive a score of proficient or advanced on the MCAS exams in Math, English Language Arts (ELA) and Science and Technology/Engineering, school districts are required to develop an Educational Proficiency Plan (EPP) to ensure a student's progress toward proficiency.

Students Graduating in 2024-2025 must:

- either meet or exceed a scaled score of 472 on the grade 10 MCAS English Language Arts **OR** meet or exceed a scaled score of 455 **AND** fulfill the requirements of an Educational Proficiency Plan (EPP)
- either meet or exceed a scaled score of 486 in the grade 10 MCAS Math **OR** meet or exceed a scaled score of 469 **AND** fulfill the requirements of an Education Proficiency Plan (EPP)
- additionally, meet or exceed a scaled score of 220 of the Science and Technology/Engineering MCAS Test

Please note that the passing standards for the classes of 2021-2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests.

Appeals

The Department of Elementary and Secondary Education has established an MCAS Performance Appeals Process for those students who have not passed the MCAS but have demonstrated in school that they possess the skills and knowledge measured on the MCAS. The state has established the following criteria for a student to be eligible for the appeals process.

The student must:

- Have taken the MCAS in the subject areas of English/Language Arts and Math at least three time (or completed the ELA and Math MCAS-Alt twice)¹
- Have taken the MCAS Science and Technology/Engineering (STE) at least once at the high school level (or completed an STE MCAS-Alt once at the high school level) and be currently enrolled in a high school STE course or have completed grade 12. The appeal must be in the same STE discipline as the MCAS test taken by the student.
- Maintained at least 95% attendance during the year before and the year of the appeal.
- Satisfactorily participated in tutoring and other academic support services.

If those criteria are met, then the school can submit an application for appeal. There are four (4) separate types of appeal which may be filed: Cohort Appeal, Portfolio Appeal, Transcript Appeal, and Military Alternative Evidence. Each type of appeal has a unique evidence requirement.

Cohort, Transcript, and Military Alternative Evidence Appeals are reviewed by the MCAS Performance Appeals Board, a panel of educators who meet monthly during the school year to review the information submitted and make a recommendation to the Commissioner about the outcome of the appeal. Portfolio Appeals are reviewed by the Portfolio Appeals Review Panel made up of high school content experts in ELA, mathematics, and STE who evaluate the evidence submitted in the portfolios and make recommendations as to whether the portfolio has met all requirements to earn the CD.

Each appeal will result in one of the following findings:

- **Granted** — the student will earn a Competency Determination based on the appeal finding.
- **Denied** — the student will *not* earn a Competency Determination based on the appeal finding.
- **No Determination** — a finding could not be made based on the information submitted in the appeal, and therefore the student will *not* earn a Competency Determination.

Homework Policy

Purposes of Homework

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework also reinforces the connection between home and school.

Kinds of Homework

Homework may be assigned as preparation for upcoming lessons or as an extension of class work.

- Preparation homework- given to prepare a student for upcoming lessons.
- Practice homework- designed to reinforce lessons already taught in class.
- Extension/creative homework- intended to provide challenging learning opportunities for enrichment and extension of the lesson. These assignments reinforce the Massachusetts Curriculum Frameworks and promote inquiry, problem solving, discovery, analysis, and application of essential concepts

¹ Please note for ELA and mathematics, a student in the class of 2024 may be waived from the requirement to take the test a minimum of three times by taking the test twice and including a letter from the superintendent requesting that this requirement be waived due to the extended school closures last spring and cancellation of the spring 2020 MCAS.

Parents'/Guardians' Responsibilities

- Respond to the school's request for support of stated expectations for homework for a given year.
- Expect daily assignments and insist that students complete them regularly.
- Review progress on long term assignments periodically.
- Provide a suitable study atmosphere that is quiet, well lighted, and supervised periodically.
- Maintain the home/school connection through calls and conferences.
- Show interest in the homework being done and assist when needed.
- Ensure that the product is the student's own work.
- Take part in the student's learning by providing enriching experiences outside the school day.
- Encourage pleasure reading above and beyond specific homework assignments.

Student Responsibilities

- Develop the habit of recording directions for homework and asking questions for clarification.
- Complete homework assignments accurately, neatly, and on time.
- Complete assignments missed because of absence within a reasonable time, according to established policy in the Student/Parent Handbook.

Progress Reports

A progress report must be sent to parents in the middle of each marking period for students whose achievement indicates possible failure or who are not working up to their level of ability. The report is to be made out by the teacher and will then be available on Infinite Campus on the Student Portal. In addition, all parents/guardians of a student on an Individualized Education Program (IEP) will receive a separate progress report documenting progress toward IEP goals. Students on an IEP will also receive progress reports at least as often as general education students are apprised of their progress.

Make-Up Work

Once a student has been absent, it is one's responsibility to make up the work. A student will be allowed one day for every one day of absence to make up work. Additional time may be granted by the school administration. The student is responsible for scheduling make-up sessions with the appropriate teachers following any absence from class.

Those students who are suspended will not be allowed in school during the Semester Final Exams or Year-End Final Exams. They will be allowed to take a make-up exam during a time specified by the teacher or department head involved.

Academic Levels

Brockton High School sets high standards and expectations for **all** students at **all** levels. Every course is designed to provide students with the knowledge and high-level skills needed for post-secondary education, technical training and employment.

Course level placement for a student is determined on an individual basis by examining data including assessments, teacher recommendations, grades, and other relevant information. Students must work with their parents and guidance counselors to plan a course of study over four years which will help them reach their highest potential in achieving their goals after high school.

Successful completion of courses taken at the levels described below, in addition to meeting graduation requirements, will enable students to meet the recommended pre-requisites for admission to a college or university.

Levels	Descriptors: (Descriptor refers to the depth to which the content of the course is covered)
Honors	Goal at this level: Expert mastery of key concepts with intensive examination of course content
College Prep Advanced	Goal at this level: Advanced mastery of key concepts with extensive examination of course content
College Prep	Goal at this level: Proficient mastery of key concepts with comprehensive examination of course content

Level Assignment Information

The criteria for placement in an academic level are based on test scores, standardized testing information, previous grades, and levels, and teachers' recommendations.

If a student is considering moving to a higher academic level, one must understand the level of commitment required of a particular level. If a student wishes to make a move upward during the academic year, one must wait until after the first marking term. Decisions will be based on the criteria listed above and space availability.

Students requesting a drop-in level must exhibit serious gaps in their ability to perform successfully in any given subject. Level changes will be made only after careful consultation with the counselor, teacher and department head. Generally, students who demonstrate their best effort to try and resolve issues in a particular class, overcome these challenges. Some ways to demonstrate effort include: asking for extra help after class, good attendance and completion of class assignments and homework.

In semester courses, level changes should be completed by the end of the first term; in full-year courses, level changes should be completed by the end of the first semester. Lateral changes (i.e., student remains at the same level, but requests a teacher change) are rarely approved; these changes will be made only in extreme circumstances, and with the approval of the student's Associate Principal for Culture and Climate.

The school policy dictates that students will not be allowed to drop any classes once the school year begins. If extenuating circumstances exist, the student and parent should make an appointment with the department head.

Honor Roll

Brockton Public Schools computes three levels of Honor Roll based on student marks for each of the 4 terms. Any mark of "I" will exclude a student for all Honor Rolls. Any marks of "M", "N", "P", or "W" will not be considered in determining Honor Roll eligibility.

The three levels of Honor Roll

- Highest Honor Roll: Requires all "A's"
- High Honor Roll: Requires "A's and/or B's" in all courses, and an "A" or "B" in citizenship
- Honor Roll: Requires "A's and/or B's" and not more than one "C" in all courses, as well as an "A" or "B" in citizenship

Early Graduation

Brockton High School sophomores or juniors who meet the established criteria listed below may apply for Early Graduation from Brockton High School. This would allow for graduation either at the end of their junior year, or at the end of the first semester of their senior year.

Eligibility Criteria

To apply for this Early Graduation, the student must:

- Have parent approval
- Have remained a 95% attendance record every year at BHS
- Have earned an A in citizenship every year at BHS
- Have passed the state required assessments
- Have earned a 3.0 GPA at the time of the application
- Be on track to have completed all credit requirements for graduation
- Provide evidence of extracurricular participation either in school or in the community
- Have attended Brockton High School for a minimum of two years

Exceptions to any of these criteria must be presented at the time of the application by the applicant with explanation and documentation and the principal will decide if any of these criteria will be waived.

Application Process

Students who wish to graduate upon completion of their junior year must submit their application by March 1 of their sophomore year. Students who wish to graduate upon completion of the first semester of their senior year must submit their application by March 1 of their junior year. Applications may be submitted earlier; these are the final deadlines.

Application

There are two parts to this application process – a written application and an interview.

PART I: Written Application

This application, which must be completed by the applicant, must include:

1. A current transcript verifying the academic requirement

2. Attendance and citizenship verification from the Associate Principal for Culture and Climate
3. MCAS verification from the guidance counselor
4. A letter from the parent/guardian supporting the application
5. A written statement of approximately 500 words completed by the application that consists of three parts:
 - a. An explanation of why Early Graduation is being sought
 - b. A specific plan for meeting Brockton High requirements
 - c. A plan for post-graduation that includes goals for the future

PART II: The Interview

After the written application has been submitted, a meeting will be convened to discuss the application. This interview group will include the applicant, parent/guardian, guidance counselor, associate principal for culture and climate, and assistant principal. Following this meeting, a decision will be made by the principal.

Important Considerations for Participation

As well as meeting the eligibility criteria, there are additional considerations that potential applicants **MUST** strongly consider prior to committing to participation in the Early Graduation process.

- The Early Graduation process is contingent upon availability of classes needed. We will make every effort to offer the courses, but there may be some semesters when a particular course may not be offered, or excessive class size may prevent the student from enrolling in a particular course.
- The student's progress toward meeting the Early Graduation goal will be monitored each grading term by the student's guidance counselor. Participation in the Early Graduation process is contingent upon the applicant's continuing to meet all of the requirement criteria.
- Students who have completed the Early Graduation process will receive their diploma early but will be allowed to participate in the Brockton High School graduation ceremony. However, participation in other senior activities, including for example, the prom, concerts, the musical, senior breakfast, and theme week, will not be permitted.
- A student applied and was approved for early Graduation may opt to withdraw from the Early Graduation process and remain at BHS by submitting a letter with parent approval by the end of the application year. **Once the student's program has been designed and a semester of courses has been completed, students will not be allowed to opt out.**

Athletic and Extra-Curricular Activities

Participation in clubs and activities at Brockton High School and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and good grades and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Brockton High School is limited to students who are currently enrolled in and attending Brockton High School in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his designee.

Academic Requirements

- Show progress towards earning a minimum of 9 credits the previous term.
- To satisfy this requirement, a student must pass at least 1 major subject course each term.
- To be eligible for the fall marking period, students are required to earn a total of eighteen credits for the previous school year.
- If a student is eligible to attend summer school, courses failed can be retaken and, if passed, used toward fall academic requirements.
- Students participating on athletic teams are also subject to all of the rules and regulations set forth in the Massachusetts Interscholastic Athletic Association's (MIAA) Handbook.
- Incomplete grades may not be counted toward eligibility.
- Academic eligibility for all students shall be considered official when official grades are posted for the previous term
- Students must be present in school for the entire school day in order to participate in any athletic or extracurricular activities on that day. (The House Administration may make exception to this rule for compelling reasons.)
- Participation during vacations/weekends is required for any student participating on athletic teams or involved in extra-curricular activities. A student's coach/advisor will provide them with a calendar in advance of scheduled rehearsals, events, practices and games during vacations/weekends.

Concussion Policy

The Brockton Public Schools is committed to ensuring the health and safety of all students. The following concussion policy is in compliance with MIAA policy and with the Commonwealth of M.G.L. ch. 111, § 222 pertaining to Head Injuries and Concussion in Extracurricular Athletic Activities.

The Principal or Athletic Director shall be the person responsible for the implementation of these policies and protocols at one's each school.

As specified in the law, the Brockton Public Schools shall require annual training in the prevention and recognition of sports-related head injuries, including second impact syndrome, and keep documentation of said training on file for the following persons:

- Coaches
- Volunteers
- School nurses
- Anyone leading an on-field activity (i.e. directors of band, cheerleading, JROTC, dancers, majorettes, color guard, etc.)
- Students who participate in an extracurricular activity
- Certified athletic trainers
- School physicians
- Athletic directors
- Parents of a student who participates in an extracurricular activity

Parents and students will be required to sign a form certifying that they have read the concussion fact sheet in order to participate in extracurricular activities.

Coaches, trainers and volunteers will use techniques and skills that minimize sports-related head injuries and share that information with student athletes.

Documentation of an annual physical examination of students participating in extracurricular athletic activities consistent with 105 CMR 200.000 is kept in the student's health record, which will be kept on file in the school nurse's office.

The pre-participation information required by the Department of Public Health concerning head injuries and concussions is included in the Brockton Public Schools parent consent form required of each athlete and kept on file with the trainer and the coach.

The Brockton Public Schools Concussion Policy shall be published in all Student-Parent Handbooks and on the district website, www.bpsma.org.

Evaluation Guidelines

- Any time a concussion is suspected to have occurred on school grounds or in the course of school-sponsored activity, the student will be removed from participation and will not be allowed to return the same day.
- Parents will be notified so the parent may take the student to a medical provider for appropriate medical evaluation and treatment. All head injuries and suspected concussions will be reported to the school nurse, and for high school athletes, to the certified athletic trainer on staff.
- Any time a head injury is suspected to have occurred, the coach, trainer or program director will notify the school nurse.
- The school nurse will notify the academic teachers of the affected student and provide a form with guidelines for concussion accommodation plans.
- Evaluation and clearance by a medical provider will be required.
- Student-athletes will not return to play without the note from the medical provider and only after completion of the Return to Play Protocol followed by the athletic trainer.
- The Return to Play Protocol is a stepwise progression consistent with guidelines published by the Centers for Disease Control and Prevention (see <https://www.cdc.gov/headsup/index.html>).

All staff, coaches, volunteers, trainers, etc. who are involved with Brockton Public Schools students are responsible for following the procedures and protocols associated with this policy.

Wellness Education Waivers

While it is in the best interest of all students to participate in physical education and fitness instruction, there may be instances when a student wishes to receive a waiver from Wellness classes. Students may receive a waiver based on the following criteria.

- The Swimming Waiver test is a water safety test offered one day per week for the first month of each semester. This test is open to all students. Upon successful completion of requirements, the Wellness Department Head will provide the names of

qualified students to the Guidance Department Head who will forward the information to the appropriate counselor for documentation.

- For students enrolled in the JROTC Program, one semester of the wellness requirement may be waived, but no credits in wellness would be granted. At the end of each semester, the head of the JROTC Program will provide the names of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.
- One wellness education requirement per school year may be waived (but no credit given) for any student who successfully completes a Varsity or Junior Varsity season on a Brockton High School athletic team after their freshman year and before the spring season of their senior year. A waiver will only be issued during the school year in which the student participated on a team. At the end of each athletic season, the athletic director will submit a list of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.
- Additional waivers may be granted at the discretion of the department head for programs such as Water Safety Instruction certification or other programs that meet the National Association for Sport and Physical Education criteria. Upon completion of requirements, the Wellness Department Head will provide the names of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.

Note: Students are encouraged to take Wellness courses even if they qualify for a waiver. Freshmen are excluded from the waiver as we require all freshmen to take Introduction to Wellness Education.

Wellness Department Comprehensive Sexuality and Health Curriculum

This curriculum is abstinence based and focuses on relationships; emotional and physical changes young people experience, decision-making skills and the health risks involved with teen sexuality. The program will be presented by the health teacher with added support from the school nurse and classroom teacher. Under Massachusetts law and the School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. **To apply for an exemption, you must send the Principal a letter requesting an exemption for your child.** No student who is exempted from this portion of the curriculum will be penalized. We will provide an alternate assignment to students who are exempted. If you would like to review these materials at the school, you are welcome to do so. Please call the Principal to arrange a convenient time. Parents/guardians who have questions related to the wellness curriculum are encouraged to contact the wellness department head for more information.

II. Student Rights & Privileges

Student Rights

All members of the school community have the right and responsibility to know the rules and regulations of the school. Emergencies and unforeseen circumstances may require the principal to revoke student privileges. All students and staff are guaranteed the right of due process, and the student accused of a violation will be notified of the violation and be afforded the opportunity to present one's version of the alleged violation.

All students have a right to an education and to the equality of educational opportunity.

Freedom of Speech is guaranteed to all citizens, and students are allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not substantially disrupt the educational process at Brockton High School or create a hostile environment for other students or members of the school community.

- a. Students have a right to wear political buttons, armbands and other badges of symbolic expression, provided the material is not obscene, libelous, espousing prejudicial views, substantially disruptive, or creating a hostile environment for other students or members of the school community.
- b. Students may form political and social organizations. These organizations, however, must be open to all students and must abide by Board of Education policies as developed in guidelines established by the student government acting in concert with the principal. These organizations shall have reasonable access to school facilities.
- c. School newspapers, yearbooks, literary magazines and other publications are guaranteed the right of freedom of the press, subject to the existing laws of libel and obscenity. The staffs will have qualified advisers and seek the highest publication standards. Other non-school sponsored student publications should be subjected to locally determined procedures for distribution on school premises.

Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides two basic rights to parents with regard to student records.

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations are designed to ensure parents and students the right to confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law. To request records, please send a written request to your child's school and/or to the Unified Student Services department.

A student's record is any information that is kept about the student in school that is organized on the basis of the student's name or in a way that such student may be individually identified (examples: grades, test scores, attendance). It is made up of the "transcript" (e.g., name, address, courses taken, credits, and grades) and the "temporary record" (e.g., progress reports, test scores, class rank, extracurricular activities and any other relevant education information). M.G.L. ch. 71, § 34H specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal. Please be advised that the temporary student record may be reviewed by the principal or designee at the end of each academic school year, at which time misleading, outdated, or irrelevant information contained therein shall be destroyed. Parents and/or eligible students who wish to obtain a copy of their temporary student record prior to such destruction shall make sure request to the school principal in writing prior to the end of the academic school year at issue. Note: this policy applies to student records generated during remote learning.

For students in the ninth grade or higher or 14 years old or older, the rights below belong to the students and their parents or guardian. For students 18 years old or older, the rights below belong to the students alone if they request in writing that only they, and not their parents or guardians, should have these rights.

For students under 14 or not yet in the ninth grade, the rights below belong only to their parents or guardians:

- a. Seeing a student's records - Parents or guardians have the right to see and have copies made of all materials in the record within ten days of the request. The school may not charge more than the cost of the copies.
- b. Privacy of a student's records – Authorized school personnel who work directly with a student have access to a student's records when it is necessary to perform their duties. With very few exceptions, no one else may see these records without the written permission of a student/parent or guardian.
- c. Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within seven years after the student leaves the system. Before any records are destroyed, the student/parent or guardian must be given notice and an opportunity to get a copy.
- d. Amending a Student's Record and appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record that the student/parent or guardian feels is inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the Principal to remove it. If the request is denied, or if the student has any other objections to the school records policy, there is an appeals process. Information about the appeals process will be supplied by the guidance office.
- e. Notice is given that, under Massachusetts law, Brockton schools will allow access to student records to authorized school personnel of the school to which a student seeks to transfer (603 CMR 23.00)
- f. National Student Clearinghouse Data – Brockton High School provides information to the National Student Clearinghouse for the purposes of tracking college enrollment verification. The information provided is in compliance with FERPA laws. However, parents/students may opt-out of providing information to this organization. Opt-out requests must be submitted to the student's Associate Principal for Culture and Climate in writing.

Age of Majority

The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to make their own decisions. Such a choice is made in the presence of at least one representative of the school and one other witness and is documented in written form and maintained in the student record.

If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision made by the student who has reached the age of majority unless the parent has sought and received guardianship or other legal authority from a court of competent jurisdiction.

Students with IEP's, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision making with the student's parent (or other willing adult), including allowing the parent to co-sign the IEP. Such a choice is made in the presence of the Special Education team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.

Special Education Student Records Policy

State regulations have been adopted regarding the retention and destruction of student records, including special education records. It is the policy of the Brockton Public Schools to comply with all state and federal statutes and regulations regarding student records. Special

education records are considered by state regulation to be part of a student's temporary record. The temporary record contains the majority of the information maintained by the school about the student. The information may include such things as standardized test results, class rank, Individualized Educational Programs (IEP's), student progress reports, assessment/evaluation reports, extracurricular activities, and comments by teachers, counselors and other school staff. By state regulation, the temporary record must be kept by the school district for a period not exceeding seven (7) years after the student graduates, transfers or withdraws from the district. Before the records are destroyed, the parent and student will be notified and have an opportunity to receive a copy of any information before its destruction.

Student Privileges

Cafeterias

Eating is permitted in the students' designated cafeteria only. Trays and utensils are not to be removed from the cafeterias. All food and/or drink must be consumed in the cafeteria. Food and/or drinks are not allowed in classrooms unless authorized by the administration. **Students are not allowed to bring cakes or balloons to school unless authorized by the administration. Students are not allowed to have outside food brought in, i.e. McDonald's, pizza, subs., etc.**

Flexible Campus Program

The flexible campus program is designed to allow students to go outside during their designated single lunch period. If students are assigned to directed academics during period five, they must report to that location. The success of the flexible campus program depends entirely on the cooperation of the students. Eating lunch outdoors in the courtyard is allowed as a privilege.

1. Designated Flexible Campus Areas
 - a. The area between the Azure and Green buildings.
 - b. The area between the Red and Yellow Gym buildings, south of the Gym sidewalk, between the wooden horses set up to prohibit cars from driving through. The area beneath the lobby connected to the Gym is OFF LIMITS.
 - c. No walking outside from the Green to Red buildings
 - d. All students must use the Flexible Campus area adjacent to their assigned buildings. All other areas are restricted.
 - e. Food and/or beverages are not allowed outside the cafeteria.
 - f. The area around the flagpole is OFF LIMITS.
2. Doors to Be Used
 - a. Only those doors that lead directly to the designated areas may be used. Students may leave the cafeteria during their lunch period but may not reenter the building until the end of the period. There is to be no loitering in the corridors.

IRC Schedule/Library Passes

- Students must have an official IRC pass signed in ink from a subject teacher in order to enter their own house IRC only. Students may not enter other house IRCs without a pass from the librarian, Associate Principal for Culture and Climate or Assistant Principal. Only subject matter teachers may issue library passes.
- Only one student's name shall appear on the pass.
- Passes shall be written for no more than one period.
- Passes will be returned daily to the directed academics teachers. If the passes are not returned, the student did not go to the IRC and is to be reported as cutting directed academics.
- Passes for the IRC's during lunch are to be written for one lunch period only and students may only enter the IRC at the beginning of each lunch period. If a student needs more time to complete work, the librarian will write a pass for the student.
- Student passes during lunch periods and Period 6 shall be restricted to "own house" only. If a student has need for another library, then the librarian, Associate Principal for Culture and Climate or Assistant Principal will write a pass for the student.

Leaving School/Dismissal

To leave school during the day, a student must be checked out by a legal parent/guardian or authorized person designated on the student's emergency form through the Assistant Principal's Office. Students with age of majority status must obtain approval from an administrator prior to checking out. If a student returns on the same day, one must also check back through the Assistant Principal's Office. Any student who leaves school without properly signing out at the Assistant Principal's Office may face disciplinary action. Once a student arrives on school grounds, they may not leave without being dismissed by a parent or emergency form designee. Failure to abide by this proviso may result in disciplinary action.

Students are required to leave school grounds immediately at the close of school unless they are meeting with a teacher, club, program, team, or are using an IRC. Students with late bus passes must report directly to the appropriate late-bus cafeteria when their activities are complete. Students found unsupervised in the school or on school grounds after dismissal may face disciplinary actions for being found in restricted areas.

No student dismissals will be permitted after 10:30 am on early release days or after 1:30 pm on full/normal school days.

School Events/Extracurricular Activities/School Sponsored Field Trips, Proms, PAC/PTA Sponsored Events

The administration and teachers expect that students will conduct themselves in accordance with school policy. The privilege to attend, social events, extracurricular activities, and or field trips may be revoked as a result of disciplinary action. The administration must approve of all guests if a student requests that one attend the prom with a guest who is either not a student at Brockton High School or is not in the class sponsoring the prom. Brockton High School students who are not members of the class sponsoring the activity must have an "A" in citizenship in order to attend the prom with one exception: for those Brockton High School students who may have a "C" in citizenship for reasons other than acts of violence, bullying, incidents of disrespectful behavior to fellow students and staff and/or attempts or acts of destruction to property; subject to final review and approval by each student's respective Associate Principal for Culture and Climate. Junior Prom guests who do not attend Brockton High School must be currently enrolled in a high school and be in good academic and behavior standing at their high school. Any person older than 20 years of age or any person who is in junior high, middle school, or elementary school will not be allowed to attend any Brockton High School prom.

NOTE – ATTENDANCE AT THESE FUNCTIONS IS A PRIVILEGE NOT A RIGHT. THE ADMINISTRATION RESERVES THE RIGHT TO DENY ANY STUDENT AND/OR GUEST ATTENDANCE TO ANY FUNCTION.

Junior Privileges

Juniors who have an "A" in deportment are eligible to receive the BHS Boxer Good Citizenship Privilege (BBGCP). The charge for this privilege is \$5. Once the student has been approved to participate, the following privileges are afforded to the Junior:

- Juniors may arrive to school late and check-in before their first scheduled in-person class in the Asst. Principal's Office.
- Juniors may leave school at the end of their last in-person class. Juniors must sign out from their Asst. Principal's office before leaving, exit the building and leave school grounds immediately upon signing out.

Violations of the BHS Handbook may result in the revocation of the BBGCP.

Senior Privileges

The Senior Good Citizenship ID sticker can only be purchased after the following conditions have been met. The senior must get an application form from the Associate Principal for Culture & Climate's office, fill it out, have one's parent(s) signed approval, and then get the signature of the Assistant Principal confirming that one has an "A" in citizenship. The cost of the card will be \$5.00. (Lost ID's will cost an additional \$5.00) Seniors with the card must maintain an "A" in citizenship each term or the card may be revoked. Seniors need to keep their original school issued ID in case their Good Citizenship stickers is lost or revoked. The following privileges will be afforded to the seniors with the Good Citizenship stickers:

- Seniors with the card may leave early if they have a period six Directed Academic PR a class with a teacher absent without a substitute (they must sign out at the Assistant Principal's office).
- Seniors with the card may check in at 8:15 am if they have a Directed Academic period one OR know that they have a class in which the teacher is absent without a substitute (they must sign in the Assistant Principal's office).
- Seniors with the card will receive free admission to every athletic competition (except for those tournament games run by the MIAA), and special activities (concerts, plays, etc.).
- Seniors with the card will receive a 25% discount in DECA.
- Seniors with the card may eat in other house cafeterias according to the following schedule: Green Seniors-Mondays, Red Seniors-Tuesdays, Azure Seniors-Wednesday, Yellow Seniors-Thursdays. This privilege may be revoked at any time by the principal/designee in the interest of safety and security.

Student Government

Students must be free to establish and should be encouraged to participate in student governments that provide students, through a representative system, a voice in school affairs. The students shall have the right to establish eligibility requirements through their constitutional processes subject to the approval of the school administration.

Transportation

Remember: It is a privilege to ride a school bus. The school day begins when students leave their homes and ends when they return. Students are under the jurisdiction of the school administration during this entire period. If a student is not well behaved and courteous, or if a student endangers the health and safety of other pupils, this privilege shall be taken away from the student on a temporary or permanent basis. Violation of any item listed below may result in the **immediate suspension** of the bus privilege and/or suspension from school by the principal.

Since riding the school bus is a **privilege** and not a **right** the following is expected:

1. The students shall remain back from the roadway and behave in an orderly manner while waiting for the bus.
2. Upon entering the bus, students must go directly to a seat and remain seated until told to leave. They shall obey the directions of the bus driver at all times. Disorderly conduct, shouting or throwing things on the bus will not be tolerated.
3. The students shall keep their arms, heads, hands, and legs inside the bus. They shall not throw anything out of the window. They shall not litter or deface the bus. They must keep aisles clear. If seat belts are available, they must be worn.
4. The emergency door is to be used for emergencies only.
5. The students shall not ride any buses other than the one to which they have been assigned.
6. After a series of warnings, the student can be permanently suspended from bus privileges.

Late Bus Information

Students will only be allowed onto the late buses with a “Late Bus Pass.” Students must receive late bus passes from the teacher for whom they are staying after school, weather for extra help, detention, or a club or intermural activity. Students may not get these in advance; they can only pick them up from the teacher after they have completed their after- school obligation. It is the responsibility of the student to get the pass from the teacher. Students must fill the pass out in front of the teacher, the teacher will then sign the pass and the then the bus driver will collect the pass from the students as they board the bus.

STUDENTS WILL NOT BE ADMITTED TO THE LATE BUS WITHOUT PASSES. Bus students must have their Late Bus Pass with them and wait in the assigned cafeteria for the late buses. Students are not allowed to leave school grounds and come back to get on a late bus. Any students without the Late Bus Pass may be sent home.

Student Automobile Use

The Brockton School Committee, with the following regulations, authorizes the use of motor vehicles by students for transportation to and from high school. The regulations are:

1. Once parked, students may not reenter their cars, without permission, until dismissed.
2. The speed limit on school grounds is 15 miles per hour.
3. The direction of police officers and school police must be obeyed.

Noncompliance with these regulations may result in the denial of permission to drive on the school campus.

No Idling Policy

Brockton School Committee Policy EEF prohibits drivers from idling their vehicle for more than 5 minutes outside a school or school supported event. The “No Idling” policy is in accordance with MGL, Chapter 90, 16A and 310 CMR, 7:11, the Commonwealth’s idling reduction law, which seeks to reduce the health and environmental effects of vehicle exhaust and decrease our use of fuel by reducing unnecessary idling.

III. Attendance Policy

Consistent attendance has a significant impact on achievement and success. Our primary responsibility is to prepare students for college and career. By setting clear expectations, we prepare them for future leadership.

This policy will:

- Establish firm expectations for school attendance.
- Provide flexibility and accommodate legitimate absences or tardiness.
- Assure the timely flow of information so that staff and families can resolve issues collaboratively before students fall behind.
- Clearly define students’, educators’, and parents’/guardians’ responsibilities.
- Employ a tiered supportive intervention model with focus on the child’s needs and a productive partnership between home and school.

Attendance Requirements for Graduation

Good attendance is necessary for the academic and social growth of all students. To receive full academic credit for courses passed, students must adhere to the Attendance Policy. A student who does not meet this requirement may lose academic credit.

Students should not exceed seven (7) unexcused absences per semester. When a student is absent from school, parents/guardians **must** call the Associate Principal of Climate and Culture (henceforth referred to as “the Associate Principal” in this Attendance Policy).

Students who exceed seven (7) unexcused absences in one semester must follow a corrective action plan provided by their Associate Principal (see “Keeping Families Informed” for more information). Individuals who fail to adhere to the corrective action plan will lose academic credit for the course(s).

Absences

EXCUSED ABSENCE: A parent/guardian note or requisite documentation will excuse an absence for any of the following reasons:

- Death in the family*
- Religious holidays*
- Illness* (Please see “Chronic Medical Conditions” for absences in excess of four consecutive days)
- Court appearances (require documentation from the court)
- Military obligations (require documentation from supervising party)
- College/higher education interviews or visits for students in grades 11 and 12 (require documented evidence of visit provided by host institution)
- Authorized school-sponsored activities (require appropriate documentation from the school)

Any requisite documentation noted above must be on file in the Associate Principal’s office within five (5) school days after the student’s return.

**These three instances require a note from a parent/guardian.*

Chronic Medical Conditions

Students with chronic medical conditions must provide a doctor’s note at the start of each school year and may utilize a parent’s note to verify absences related to their condition. Parents should call the Associate Principal’s office on the day a student is absent and send a note upon their return to school.

Students absent for five (5) or more consecutive days due to illness should return with a doctor’s note. Doctors’ notes must verify date of office visit during the student’s absence or specify dates the student needed to remain at home.

Attendance at School Functions

Students absent or dismissed from school are not eligible to attend school functions in the afternoon or evening of the same day. Exceptions to this may be made at the discretion of the Associate Principal in the event of a planned absence or dismissal. Such planned absences or dismissals, known prior to its occurrence, should be reported in writing to the Associate Principal.

Dismissals should be made before 1:30 p.m. and must be signed by parent or guardian and submitted to the associate principal’s office before 7:30 a.m.

Unexcused Absence Days

When in school, students are expected to attend all classes unless excused by an administrator or the nurse.

- If a student is present in school and fails to attend a class without proper documentation, the absence is unexcused.
- If a student arrives to class beyond the halfway point without a valid reason and corresponding pass, that will be considered an unexcused absence for that class.
- If a parent/guardian fails to provide valid written documentation, the school will classify the absence as unexcused (please refer to the previous list of excusable absences).

Waivers will be provided for vacations only once during a student’s four years at Brockton High School and such waiver shall not exceed five school days. Please see “Appeals Process/Waivers” for more information.

College Visits

Grade 11 and Grade 12 students will be allowed six (6) school days over the two-year period to visit colleges and institutions of higher education. A signed form or letter from the admissions office on school letterhead must be submitted to the Associate Principal upon the student’s return.

For seniors, college visits after May 1 require special approval from the Associate Principal.

Students in grades 9 and 10 who wish to visit colleges must make special arrangements with the Associate Principal to have their absence(s) excused.

Class Tardiness

Continual lateness may be reported along with appropriate documentation to the Associate Principal. Any student arriving to class without an approved pass after half the period (28 minutes) will be marked absent for that class period in the district’s student information

system. Any student arriving to class five minutes or later after the tardy bell is subject to being written up in the student information system.

School Tardiness

A student arriving to school after 8 a.m. may not be allowed to enter their first period class, resulting in an unexcused absence for the class. Students must be present in their assigned seats when the late bell rings. Chronic tardiness may result in further consequences, including after school detention, Saturday Work Intervention, In-School Suspension and/or Out of School Suspension. Students arriving to school after 8:30 a.m. must be accompanied by a parent or guardian. The Associate Principal will require a meeting with a parent or guardian for excessive tardiness.

Leaving School/Dismissal

To leave during the day, a student must be checked out by a legal parent/guardian or authorized person designated on the student's emergency form. Students over age eighteen (18) must obtain approval from an administrator prior to checking out. If they return on the same day, they must also check back in through the Associate Principal's Office.

Any student who leaves the campus without properly signing out at the Associate Principal's Office may face disciplinary action. Once a student arrives on school grounds, they may not leave without being dismissed by a parent/guardian or emergency form designee. Failure to abide by this proviso may result in disciplinary action.

Students are required to leave school grounds immediately at the close of school unless they are meeting with a teacher, club, program, team, or are using an IRC. Students with late bus passes must report directly to the appropriate late-bus cafeteria when their activities are complete. Students found unsupervised in the school or on school grounds after dismissal may face disciplinary action.

No student dismissals will be permitted after 10:30 a.m. on early release days or after 1:30 p.m. on full/regular school days.

Keeping Families Informed

Parents/guardians will be notified by letter from an Associate Principal if their son/daughter is in danger of violating the attendance policy. **Students in violation of this policy must meet with the Associate Principal to discuss their attendance and devise a plan for corrective action.**

Appeal Process/Waivers

Students who violate the Attendance Policy may have credits pulled from their academic record for that semester. They may appeal this decision through the following:

- **Level I** Associate Principal
- **Level II** Principal
- **Level III** Superintendent of Schools (or designee)
-

A student is allowed only two appeals during their time at BHS.

Waivers will be provided for vacations only once during a student's four years at Brockton High School and shall not exceed five school days. A note must be given to the Associate Principal at least one month in advance. No vacation waivers will be issued during the MCAS testing period to any student involved in the MCAS program. No waivers will be given during final exam week. No credit shall be given unless all work is completed satisfactorily by any student accepting a waiver. No vacation waivers will be allowed during a senior's shortened second semester.

A student will not be considered for a waiver unless notes for indicated absences deemed excusable by the administration are on file in the Associate Principal's Office. All documentation, including doctor's notes, must reach the office within five (5) days after the student returns to school. All requests for waivers at the end of the term must be received by the office no later than the last day before the end of the marking term. Waivers will not be given for class absences due to unexcused tardiness.

Truancy

Truancy occurs when a student has a record of unexplained or unauthorized absences. When a student is truant, they may receive an "F" in citizenship and lose credit for missed classes. Additionally, a conference with the parents/guardians, student and the Associate Principal is required. The student will also be referred to their respective guidance counselor. In cases where the student is under sixteen, a referral will be made to the School Department Attendance Officer. Subsequent offenses may result in suspension.

IV. Code of Conduct & Penalties for the Violation of School Rules

Brockton High School Student Discipline

The Brockton Public Schools adheres to the regulations regarding student discipline and access to education that are embodied in Chapter 222 of the Acts of 2012 and made effective July 1, 2014.

BPS Policies and Procedures Regarding Student Discipline

Require the use of discretion and professional judgment;

Respect the rights of students and families to due process, including the right to notice, opportunity to be heard before consequences are imposed, and fairness, including consideration of the unique circumstances presented;

Consider the use of alternatives to suspension;

Allow students the opportunity to make academic progress during time of suspension;

Overall, BPS practice regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly school community.

Restorative Practices and Discipline Philosophy

Brockton Public Schools is committed to social and emotional wellness of all students and recognizes the rights and dignity of others. As a school community we believe that building and maintain positive relationships with students is paramount to their success. This includes building collaborative relationships with students and their families, so together we can partner to ensure student success. The goal of restorative practices and school discipline is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction. We need the support of all stakeholders, especially our families, to make this goal a reality.

Our intentions for restorative practices and discipline are aligned with the following objectives:

- Provide students with ample opportunities to change behavior and nurture/restore relationships.
- Provide a program that is progressive and restorative by design.
- Provide understanding of appropriate behavioral expectations through varied administrative responses to discipline referrals and/or concerns.
- Provide students, parents/guardians, and school personnel with clearly stated advanced knowledge of the courses of action to be followed in handling discipline matters.
- Provide professional learning and support to employ strategies and actions that align with the principles of a democratic society.

Each day we will strive to influence our students' social and emotional development through the implementation of restorative practices to strengthen our learning community. We are focused on building healthy and positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups through the restoration of harm, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain unequivocally committed to the principle that disorderly and disruptive behavior shall not be permitted to interfere with any students' access to learning. To maintain a safe and respectful learning environment, district faculty and staff will work to address and support behavioral concerns and address behaviors at the teacher/classroom level. These conversations may also include peers, parents/guardians, and the administration who all share responsibility to support and maintain a safe and inclusive learning environment and school community.

Every reasonable effort will be made to keep students in their learning environment, using suspension and/or expulsion only as a last resort. Our goal is to keep students in school and actively engaged in learning.

All staff and students partner to create a positive learning culture across all settings in the school community. While we encourage and value the building, and when necessary, the restoration of positive relationships students are reminded that:

1. The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
2. No student has the right to disrupt the educational process within a school or designated learning environment.
3. All students have the right to due process in matters that affect their ability to actively engage in their learning. This includes suspension and expulsion.

4. The School Committee stresses that any form of physical punishment of students is against the law and strictly prohibited. Any permissible use of physical contact is covered through the district's Physical Restraint Policy and district provided training.
5. A search of a student or their personal property in the presence of a second adult may be performed if a school administrator considers that there is a reasonable suspicion concerning violation of school rules or policies.
6. The carrying or wearing of any object which may be considered or used as a weapon, including but not limited to firearms and knives of any size, is forbidden on school property.

Due Process Procedure for Student Discipline

Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive, and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Brockton Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Brockton Public Schools is limited to students who are currently enrolled in and attending Brockton Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of M.G.L. ch. 71, § 37H¼ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Suspensions

The Brockton Public Schools adheres to the Student Discipline Laws and Regulations as set forth in M.G.L. ch. 71, §§37H, 37H½ and 37H¾ and 603 CMR 53.00 *et seq.*

In-School Suspension Procedures

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or the principal's designee.

Notice of In-School Suspension

The principal or designee shall inform the student of the disciplinary offense charged and the basis for the charge and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or designee determines that the student committed the disciplinary offense, the principal or designee shall inform the student of the length of the student's in-school suspension. If the in-school suspension exceeds ten (10) days, cumulatively or consecutively, in a school year, the student shall have the right to appeal the suspension to the Superintendent or Superintendent's designee.

On the same day as the in-school suspension decision, the principal or designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting

The principal or designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or designee is unable to reach the parent after making and documenting at least

(2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal

The decision of the Principal or designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year

Out-Of-School Suspension Procedures Under M.G.L. ch. 71, § 37H¾

Due Process Procedures for Out-Of-School Suspensions

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions under M.G.L. ch. 71, § 37H¾. The principal or the principal's designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-Of-School Suspension

Prior to suspending a student, the Principal or the principal's designee will provide the student and the parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate.

The notice will set forth in plain language:

- a) The disciplinary offense
- b) The basis for the charge
- c) The potential consequences, including the potential length of the student's suspension
- d) The opportunity for the student to have a hearing with the principal or designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing
- e) The date, time, and location of the hearing
- f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate
- g) If the student may be placed on long-term suspension following the hearing with the principal
 1. The rights set forth in 603 CMR 53.08(3)(b); and
 2. The right to appeal the principal's decision to the superintendent.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or designee will document reasonable efforts to include the parent. The principal or designee is presumed to have made reasonable efforts if the principal or designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the principal or designee to provide prior oral and written notice before removing a student from school. The principal or designee 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 (or designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- a) 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, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b)
- b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2)

- c) Provide the student an opportunity for a hearing with the principal or designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

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

Short-Term Suspension Procedures Under M.G.L. ch. 71, § 37H^{3/4}

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or the principal's designee, may, in their discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or designee with the following process:

Principal Hearing - Short-Term Suspension

- a) The purpose of the hearing with the principal or the principal's designee is 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 or designee 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 or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee 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.
- b) Based on the available information, including mitigating circumstances, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- c) The principal or designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- d) 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.

No Right to Appeal The decision of the Principal or designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long-Term Suspension Procedures Under M.G.L. ch. 71, § 37H^{3/4}

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or designee, may, in their discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in M.G.L. ch. 71, § 37H, or in M.G.L. ch. 71, § 37H^{1/2}, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under M.G.L. ch. 71, § 37H^{3/4} shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or designee with the following process:

Principal Hearing - Long-Term Suspension

- a) The purpose of the hearing with the principal or designee is 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 or designee 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 alternatives to suspension. The principal or designee 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.

- b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights
 1. 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;
 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 3. the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 4. the right to cross-examine witnesses presented by the school district;
 5. 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.
- c) The principal or designee 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.
- d) Based on the evidence, the principal or the principal's designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or 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 or designee decides to suspend the student, the written determination shall:
 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached by the principal
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - i. 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.
 - ii. 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 Appeal Hearing Under M.G.L. ch. 71, § 37H¾

1. 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.
2. The student or parent shall file a 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. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.
3. 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.
4. 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 the superintendent 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.
5. 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.
6. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
7. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 - 5. 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.

8. The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Exclusion/Expulsion Under M.G.L. ch. 71, § 37H

In accordance with M.G.L. ch. 71, § 37H, a student may be excluded or expelled from school under the following circumstances:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d) Any student who has been expelled (removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently) from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of the appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section
- e) If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal.
- g) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction Under M.G.L. ch. 71, § 37H½

Pursuant to M.G.L. ch. 71, § 37H½, the following procedures shall be implemented for students charged with or convicted of a felony

- a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- b) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such

principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

- c) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion
- d) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- e) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress Under M.G.L. ch. 71, § 37H, 37H½ and 37H¾

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, 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 notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, 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.

PLEASE NOTE: IN SOME CASES, THE PRINCIPAL HAS THE PREROGATIVE, WITH THE APPROVAL OF THE SUPERINTENDENT OR DESIGNEE, TO ASSIGN STUDENTS TO AN ALTERNATIVE SCHOOL SETTING

Code of Procedures Provisions for Students with Disabilities

Procedures for Suspension(s) Not Exceeding 10 School Days

- Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year

Procedures for Suspension(s) Exceeding 10 School Days

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a "change of placement" as:
 - Removal for more than 10 consecutive school days; OR
 - A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student's behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount

of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.

- Prior to any removal that constitutes a change in placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the team will consider two questions:
 - Did the student’s disability cause or have a direct and substantial relationship to the conduct in question?
 - Was the conduct a direct result of the district’s failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child’s disability OR a direct result of the district’s failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child’s disability OR was NOT the direct result of the district’s failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according the school’s code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special Circumstances for Exclusion

Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent’s Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension constituting a change in placement. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office for Civil Rights (Section 504).

Procedural Requirements Applied to Students Not Yet Determined to Be Eligible for Special Education or a 504 Plan

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility
3. If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility

Assigned Rooms

It is the student's responsibility to be in the assigned supervised area on time during directed academic periods. Students are expected, therefore, to be in the directed academic room or IRC area unless they have made arrangements to go to another supervised area in the school. Students are not to be out of an assigned room without a proper written authorization pass

Bullying/Cyberbullying

All forms of bullying and cyberbullying by Brockton High School students or school staff members are hereby prohibited. Anyone who engages in bullying or cyberbullying in violation of this policy shall be subject to appropriate discipline. This policy is in effect while students are on property within the jurisdiction of the school district; while on school-owned and/or school-operated vehicles; during remote learning, while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct creates a hostile environment or materially and substantially disrupts the education process or orderly operation of the school. Any student who retaliates against another student reporting bullying or extortion or for assisting or testifying in the investigation or hearing may be subject to disciplinary action as noted in Group D.

Electronic Devices Policy

Cell phones, electronic tablets, laptops and other electronic devices may be used during a student's lunch period in the cafeterias and in areas designated for outdoor lunch. Cell phones are permitted after school with the exception of in the IRCs and teachers' offices.

Cell phones and electronic communication devices may be used during school hours for educational purposes only with prior approval from a supervising teacher/staff member.

Students may not wear headphones/earbuds in the hallways at any point no matter the time of day and may only wear them in a classroom with prior approval from a supervising teacher/staff member.

When prior approval is not given, students must keep all devices stored away.

Violations of this policy may lead to referrals to the Associate Principal of Climate and Culture and result in the following:

- **First Violation: Written warning and call home to parent/guardian**
- **Second Violation: Associate Principal hosts meeting with student and parent/guardian**
- **Third Violation: Student is issued a Yondr pouch that phone must be kept in until further notice**

Exceptions to this policy will be made for special accommodations reflected in students' Individual Health Care Plans and/or 504 plans/IEPs as appropriate.

Students are strictly prohibited from using any electronic device to photograph or record other students, teachers/administrators/staff or any interior of the school building, bus or van. Unauthorized use of a student or staff member's voice or likeness in recordings and/or photography is not allowed. Anyone in violation of this requirement will face disciplinary action up to and including termination of all electronic devices on school property.

The Brockton Public School District is not responsible for lost or stolen cell phones or any other type of electronic device. Students who carry these items do so at their own risk. The sale or purchase of cell phones and electronic devices is not permitted on school grounds, while on district-sponsored transportation, or when representing the school or district at outside events.

Using any electronic device to photograph or record others is prohibited unless all proper permissions have been provided in writing in advance of the recording. Violation of this policy may result in disciplinary action.

Violation of the BHS Electronic Device Policy may result in the item being confiscated and returned to the parent. In addition, the student may be subject to disciplinary action as noted in Group A.

Any student who finds a lost device while in school, at a school-related event, or while on a school bus must immediately turn over the found device to their respective Associate Principal for Culture and Climate/Assistant Principal. Failure to immediately return found items may be considered theft and be dealt with as noted in Group D of the handbook.

CELL PHONE/ELECTRONIC DEVICE USE IS NEVER ALLOWED IN ANY MCAS TESTING ENVIRONMENT. VIOLATORS FOUND USING CELL PHONES OR ELECTRONIC DEVICES IN MCAS OR TESTING ENVIRONMENTS MAY HAVE THEIR TESTS SCORES VOIDED AND BE SUBJECT TO DISCIPLINARY ACTION AS NOTED IN GROUP C.

Laser pointers, e-cigarettes and vaping devices are prohibited from school property at all times.

Cell Phone and Electronic Devices Search

The search of cell phones or electronic devices for pictures, text messages, video, audio, uploaded and downloaded online materials, pertinent to a specific investigation regarding a violation of Brockton Public Schools policy or procedure is permissible if the search is reasonable in its inception and justified in its scope. Acceptable searches may include, but are not limited to:

- Video and pictures of assaults and fighting
- Evidence of harassment/intimidation/bullying
- Graffiti/destruction of property
- Possession, use, or distribution of controlled substances, illegal drugs, or alcohol
- Identification of ownership of stolen or lost devices

If a search of an electronic device is found to contain evidence pertinent to an investigation, the school administration has the sole discretion to hold on to the device, contact the police, or give the device to law enforcement officials.

Filming/Videotaping/Photography

Using any device to record or photograph any student or staff member while on school grounds is prohibited without the permission of the supervising teacher and the expressed consent of any person involved. This policy includes recoding in school cafeterias and hallways. Recording fights, assaults, or any other inappropriate behavior is prohibited. Violations of this policy may result in disciplinary action as noted in Group C.

Classroom Behavior

The subject teacher and/or the School Administration will deal with any actions that are disruptive to or interfere with the ability of the teacher and students to carry out and complete the planned educational lesson and tasks.

Cheating

Cheating on tests, assignments, and homework or engaging in plagiarism is a serious violation and may result in zero credit for the assignment, parental contact, and an F in citizenship and disciplinary action for a Group C offense.

Dress Code

Our dress code seeks to balance our students' self-expression and individualism with the need to maintain a safe and welcoming learning environment for all.

We reaffirm our commitment to equity and inclusivity by explicitly stating that students are permitted to dress in a manner consistent with their gender identity. Furthermore, students shall have a right to express themselves by the dress and hair style of their own choosing provided students meet their responsibility to dress and groom in a manner that conforms to the reasonable and acceptable standards of health, safety and cleanliness, will not cause a disruption or disorder of the educational process, and is not discriminatory, harassing or objectively offensive and/or does not endanger the health, safety and welfare of the student or others.

As an educational institution, our primary responsibility is to prepare students for success in their future workplaces and society. **With that goal in mind, we will continually reinforce the importance of appropriate dress.**

In the interest of maintaining a learning environment that is safe, non-discriminatory and free of unnecessary disruptions or harassment, students are not permitted to wear any of the following:

- Any apparel or head covering which inhibits a staff member's or emergency responder's ability to quickly identify the wearer. This includes but is not limited to hats, hoods, or bandanas. Exceptions will be provided by the Associate Principal of Climate and Culture for documented religious or medical reasons or identified disabilities.
- Gang-related clothing, articles, symbols, or visible gang tattoos.
- Any item that encourages the use of alcohol, tobacco, or illegal drugs, and/or other illegal or violent activities.
- Any item which references sexually provocative or explicit content.
- Any item which causes disorder or disruption of the school or creates a hostile environment for others at school.
- Jewelry and/or accessories that could cause injury.
- Hooded coats and jackets unless a modification is offered by the principal or their designee due to extenuating circumstances, such as medical or religious reasons or extreme weather conditions. These items must be kept in students' lockers when a modification is not provided.
- Clothing should provide appropriate body coverage. Exposed backs and midriffs, lowcut shirts, short shorts, and pants with rips above the knee are not permitted. In addition, attire that reveals undergarments, and garments that are made of see-

through materials (mesh, sheer fabrics) without a blouse/shirt underneath are not allowed. Clothing must cover undergarments when sitting, standing or bending.

Students are expected to follow staff directions with respect to wearing any appropriate attire, protective clothing, safety glasses or other protective or safety equipment that may be required for participation in specialized programs, including but not limited to in vocational programs and physical education classes. Appropriate and safe footwear is required at all times.

School administrators are authorized to act in instances where students' attire does not meet the stated requirements. Enforcement of the dress code should be done in the least restrictive manner so as to reduce disruption to the student's school day, minimize the loss of instructional time, and preserve the respect and dignity of both the student and school community.

In most cases, if a student's attire does not comply with this policy, a private conversation will be held with the student and the involved staff member or associate principal. The primary goal of the conversation is to educate, not to punish. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and, if necessary or practical, replacing it with an acceptable item. Failure to comply with this policy could result in disciplinary action after due process consistent with the student code of conduct.

Financial Obligations

All students have the responsibility to meet their obligations (e.g., financial, equipment, uniforms, books, etc.). Failure to do so may necessitate administrative action.

Fragrance Sensitivity Awareness

Perfume, cologne, and scented body sprays and lotion are common irritants that can adversely affect the health of certain individuals. Exposure to fragrance can trigger asthma, migraine headaches, and other severe health ailments in people who are sensitive to chemicals. BPS is committed to the health and safety of all students and staff. Minimizing the use of fragrances within our schools is a crucial step in creating and maintaining a healthy environment for everyone. Therefore, we kindly ask that you refrain from wearing strong smelling fragrances at school.

Identification

Every student enrolled in Brockton High School will be issued an identification card for security reasons and for the safety of the student body. **Students must wear photo ID's at all times while inside the building; this includes before and after school. ID's must be worn on a lanyard around the neck and they must always be clearly visible above the waist when on school grounds. No temporary IDs will be allowed outside during lunch. Lost IDs will be replaced at student cost. The school will provide a lanyard. Subsequent lanyards will be the responsibility of the student.** This identification card is to be worn on the person at all times and may be requested before admittance to any function or activity sponsored by the school. The ID card will be requested for use in the IRC and other school-related activities as required. These cards are for the protection of the students and periodic appointments to replace them will be made available. This card is the property of Brockton High School. Students are not allowed to deface or alter their ID in any way. If at any time a student withdraws from school, the identification card must be turned in to the Registrar.

Language

Abusive, profane, or obscene language will not be tolerated.

Massachusetts Regulations on Restraining Students

The Massachusetts Legislature has enacted regulations regarding the restraint of students (603 CMR 46.00 et seq.). A copy of the Brockton Public School's procedure will be available at the Brockton High School main office.

Medications

In every case where a student is required to take medication in school, a parent or guardian shall refer to and follow the regulations regarding the taking of medication in school. In this way students will have no justification for having medication of any kind on their person. Any medication found on a student's person may constitute a violation of the school policies and regulations, with the exceptions of the following prescription medications upon prior approval of the school nurse and with the appropriate physician's orders.

- Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the rules for Student Self-Administration of Medication.
- Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the rules for Student Self-Administration of Medication.

- Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the rules for Student Self-Administration of Medication.

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

Restricted Areas

The Fine Arts and Gym areas are restricted areas unless a student has scheduled classes, appointments, or permission to be in those areas. Prior to 7:20 a.m., locker areas are restricted. Locker areas are also restricted periods 1, 2, 3, 4 and 6 unless the student has a pass from a teacher or the office. Students must stay in their assigned building unless their schedule require otherwise. No students are allowed outside the buildings except during their flexible campus time or with administrative approval. All students must eat in their respective cafeterias. Privileges may be extended to seniors with Good Citizenship ID's at the discretion of the Principal or the Associate Principal for Culture and Climate. Temporary ID's are not valid for this privilege.

Sale of Items

Selling of any items in school is prohibited without prior approval of administration.

School Lockers

Metal lockers are provided for students to keep their personal belongings such as books and clothing. The lockers are the property of the City of Brockton and are on loan to each student while attending Brockton High School. **There is to be no sharing of student lockers, under any circumstances. Combination locks are used on all lockers.** The student assigned to the locker should know the combination. Students should not give their locker combination to anyone. Combinations are changed every year. Padlocks are also available to every entering student for use throughout one's high school career. Students are urged to be very careful with their personal property in the building and to leave this property only in their lockers. The school cannot be responsible for lost articles. Students are discouraged from bringing valuable property to school. It is strongly urged that students not bring large amounts of cash to school. Students may go to their lockers before period 1 and immediately before and after their lunch period. Locker use during any other time of day requires an authorized pass. The principal and/or their designee shall have the right and duty to inspect student lockers and the contents therein. Students need to know that lockers are school property and that there should be no expectation of privacy in regard to them. **Please be aware that in an ongoing effort to keep Brockton High School drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations.**

School Property

School property (desks, books, etc.) is not to be defaced. Any and all surfaces within the school's domain are not to be defaced. This policy will be strictly enforced and restitution for damages may be required along with disciplinary action.

Search of Persons/Property

To safeguard the property and lives of our students, staff and administration, to help prevent the possession, sale and use of illegal drugs on the school premises, and to support the school's prohibition of possessing weapons on the school premises, the Brockton Public Schools reserves the right to search the person and/or property of students and visitors. Therefore, any person entering the premises of our school will be deemed to have conceded to a reasonable search of their person and effects. School administrators and officials may conduct reasonable searches on the school property of lockers, desks, vehicles and personal belongings such as purses, book bags, wallets and satchels for these purposes.

Semester II Seniors

Seniors who have been suspended during Semester II may be placed on school probation and, at the discretion of the Principal, may lose their privilege of participating in formal graduation exercises, senior prom, and/or other senior class activities.

Sexting

Sexting: the possessing, taking, disseminating, transferring or sharing of nude, obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfers or otherwise may constitute a crime under state and/or federal law. Any person possessing, taking, disseminating or sharing nude, obscene, pornographic, lewd or otherwise illegal images or photographs may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies. Violations of this policy may result in disciplinary action as noted in Group D.

Sexual Behavior

Engaging in lewd conduct and/or sexual activity on school grounds, on the school bus or while participating in school-sponsored activities is strictly prohibited. Violations of this policy may result in disciplinary action as noted in Group D and the notification of law enforcement agencies, as appropriate.

Smoking

"The Education Reform Act of 1993, Section 49, Subsection 37H expressly prohibits the use of any tobacco products within school buildings, school facilities, school grounds, school buses by any individual, including school personnel." This includes any form of "Vaping" and/or the use of e-cigarettes or JUULs, which are strictly prohibited. Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco), tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders), or vaping products (vapor liquid or vaporizers, e-cigarettes of any kind or JUULs) on school property will result in the confiscation of the tobacco related item by the Administration or Faculty and these items will not be returned.

Standard of Behavior

Students must maintain a standard of acceptable behavior in accordance with the Student/Parent Handbook while under the school's supervision. (Examples: athletic events, field trips, band concerts, plays, etc.)

Substance Abuse Policy

The School's Substance Abuse Policy established for Brockton is based upon the concept that the role of the school is basically educational and rehabilitative; consequently, the major concerns of the school with regard to drug and alcohol use and abuse are the welfare of the individual student and the general welfare of the school population. However, in order to safeguard the individual and general welfare and safety, the school must at times initiate medical, psychological, social and legal safeguards in the case of drug and alcohol abuse. The Brockton School Committee policy is to uphold and enforce the laws of the Commonwealth of Massachusetts relating to the unlawful possession and/or unlawful distribution of controlled substances and alcoholic beverages.

For violation of the Substance Abuse policy, (3), the following penalties may apply:

- Students may be assigned a suspension or expulsion for violation of the BHS substance abuse policy in accordance with M.G.L. c. 71, §§ 37H, 37H1/2, 37H3/4 and 603 CMR 53.00 et seq.
- Students may be required to successfully serve their suspension at the Counseling and Intervention Center (CIC) at the Keith School before being readmitted to their respective schools; failure to complete the alternative placement intervention at the CIC may result in permanent assignment to that school or further disciplinary action as determined appropriate
- Students found to be in violation of the BHS Substance Abuse Policy may lose privileges of extra-curricular activities, including but not limited to sports team participation, prom attendance, and graduation ceremonies.

Surveillance Cameras (Use of)

The Brockton Public Schools is committed to providing a safe and secure learning environment. The district uses surveillance cameras when necessary in school buildings, buses, and/or on school grounds. The purpose of the surveillance cameras within the school district is to promote discipline, health, welfare and safety of staff and students, as well as that of the general public. Surveillance cameras are only utilized in public areas where there is no reasonable expectation of privacy. Students observed by video surveillance in acts which break school district policy, procedures, or code of conduct guidelines will be subject to the consequences or sanctions imposed for violating those policies, procedures or code of conduct guidelines, which may include criminal charges. Surveillance cameras are monitored by district staff and local law enforcement. Viewing of any surveillance camera footage or recordings by anyone other than district staff is only allowed with the express consent of the Brockton Police Department

Screening Brief Intervention and Referral to Treatment (SBIRT)

Brockton Public Schools will participate in SBIRT, which is a public health approach to delivering early intervention to anyone who uses alcohol and/or drugs in unhealthy ways. Because school nurses and counselors are uniquely positioned to discuss substance use among young people, it is recommended that schools allow for opportunities for appropriately trained staff to reinforce prevention, screen for substance use, provide counseling and make referrals as necessary to all adolescents, including students in upper elementary and middle school grades. Adolescent Screening, Brief Intervention, and Referral to Treatment (SBIRT) focuses on prevention, early detection, risk assessment, brief counseling and referral intervention that can be utilized in the school setting. School nurses will use a validated screening tool to detect risk for substance use-related problems and to address them at an early stage in adolescents. If a student's parent/guardian does not want their child to be screened, the parent/guardian should contact the school in writing by October 1 of the academic year to opt-out of the screening.

Guidelines Related to Legal Aspects of Drug Use and Abuse

A. Search for Contraband Materials

1. Search of Lockers - According to an opinion by the Attorney General, under the circumstances of a clear and present danger to individual and general well-being and/or to the maintenance of discipline and order in the school, the principal and designee shall have the right and duty to inspect students' lockers and the contents therein without prior judicial authorization or police participation. Courts have generally held that the school principal has a reasonable right of inspection of school property and premises including student lockers and desks. **(Please be aware that in an ongoing effort to keep Brockton High School drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations.)**
2. Search of Students – School administrative staff members who have reasonable suspicion to believe that a student is in possession of contraband materials may search that student's individual person or in the presence of a witness. The administrator may search clothing, pockets, wallets, purses, etc. The police shall make such search only where this is proper legal justification.
3. Rights of Questioned Students – Parents will be notified in any interview/interrogation situation by a police officer which carries an implication of possible allegation of guilt or the furnishing of information leading to an indictment. The designated official of the school may maintain an informal record of the interview showing the time, place, persons, and summary of discussion and findings.

B. Confidentiality

It should be recognized that the Massachusetts laws do not accord any privilege to the confidential communications that are made between pupils and members of the faculty or the school administration. These school personnel can be subpoenaed into court and required to reveal the information which has been confided to them.

Teachers must make it clear to pupils who confide in them information about their personal drug or alcohol problems that it is the duty of the teacher to report this information to the school principal or designee, but only in order to further the goal of promoting the pupils' personal welfare and the security of the school.

In all instances where the principal or designee has received information of drug/alcohol involvement on the part of pupils, steps should be taken to advise the pupil that one's parents must be notified and consulted about further actions that are appropriate in the particular situation.

Tardiness for Classes

If a student is continually tardy to classes or other assigned areas, the offenses may be reported along with appropriate documentation to the Assistant Principal. Any student arriving to class without an approved pass after half the period (28 minutes) may be sent to the Assistant Principal's office and one may be marked absent for that class. Any student arriving to class five minutes or later after the tardy bell may be referred to his or her Assistant Principal for wandering via an Infinite Campus behavior referral.

Tardiness for School

Students arriving late to school may receive 3 demerits. Any student arriving to school after 8:00 a.m. has missed more than half of the period, and therefore may not be allowed to enter their first period class, resulting in an unexcused absence for the class. Students must be seated in their assigned seats when the late bell rings. Based upon the frequency, chronic tardiness to school may result in further consequences, including after school detention, Saturday Work Intervention, In-School Suspension and/or Out of School Suspension. Students arriving to school after 8:30 a.m. must be accompanied by a parent or guardian. The principal will require a meeting with a parent or guardian for excessive tardiness.

Violent Behavior

The safety and security of Brockton High School students and staff is the administration's first priority, and violent behavior will not be tolerated. Students who are suspended for 10-days for violating school rules and the rights of others may be requested to serve their suspension in the Counseling and Intervention Center at the Keith School, where the student will have the opportunity to make academic progress.

Penalties for Violation of School Rules

The Brockton Public Schools adheres to the regulations regarding student discipline and access to education that are embodied in Chapter 222 of the Acts of 2012 and made effective July 1, 2014.

BPS policies and procedures regarding student discipline:

- Require the use of discretion and professional judgment;

- Respect the rights of students and families to due process, including the right to notice, opportunity to be heard before consequences are imposed, and fairness, including consideration of the unique circumstances presented;
- Consider the use of alternatives to suspension;
- Allow students the opportunity to make academic progress during time of suspension;

Overall, BPS practice regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly school community.

Brockton High School is a community of more than four thousand people. Despite the large number of people interacting each day, the school has earned a reputation for excellence in academic and discipline matters. The positive climate is primarily the result of a responsible student body and an interested staff.

There are times, however, when student conduct interferes with the school's academic and discipline standards. When student behavior is unacceptable, a discipline code is enforced. If a student is suspended, one may not attend school, be on school grounds, or attend any school related activity during the term of the suspension. In addition, students with unacceptable records may be placed on an **"Improvement Plan and Disciplinary Contract"**.

Privileges and/or participation in extra-curricular activities may be restricted or denied to students who violate school rules. These include but are not limited to: attendance at the semi-formal, proms, senior breakfast, and participation in the graduation ceremony.

Students are subject to the Code of Conduct in school, on school property, on the way to or from school, on field trips, at athletic contests, at PAC/PTA and school-sponsored events, and on school-provided transportation. Students are also subject to the Code of Conduct during Remote Learning times.

Demerits

As part of the disciplinary tools utilized by school administration, the school may assign demerits for the violation of school rules. When a student accumulates twenty (20) demerits, one may be issued an intervention or suspension.

Demerit Buy-Back Policy

The "Buy-Back" policy allows a student the opportunity to "Buy-Back" Demerits that may have accrued for behavioral infractions. The demerit buy-back program is a way for students to be rewarded for positive behavior by having demerits removed from their behavioral record, allowing students to avoid accumulations of demerits and interventions/suspensions in the process. Any student who has demerits will have the opportunity to buy back (i.e., waive) demerits they have accrued before an Accumulation of Demerits, (20) demerits, according to the following guidelines:

- Inform your Assistant Principal of your intention to buy back a day and obtain the appropriate form.
- Show that form to each of your teachers for initialing on the first day.
- Attend school for five consecutive days without incurring any tardiness, demerits and/or behavioral referrals.
- On the fifth day, have each teacher re-sign the form, verifying your attendance and class work
- Return the form at the end of the fifth day to the Assistant Principal's office.
- If the student successfully fulfills the above guidelines, a maximum of 7 demerits will be removed from the student's behavior record.

Citizenship Grades

The following is a description of how suspensions and interventions will affect a student's citizenship grade each term.

Suspension/Intervention	Grade
No Suspensions / Interventions	A
No Suspension/ One Intervention	B
Two Suspensions / Interventions	C
Three or More Suspensions / Interventions	F
Any Group C or D Suspension / Intervention	F

The following are infractions of school rules.

Students found to have committed rule infractions may be subject to disciplinary action in accordance with the due process procedures described in this handbook. The Code of Conduct is based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to:

- 1) previous disciplinary record,
- 2) severity of disruption to the educational process,
- 3) degree of danger to self and/or others,
- 4) the degree to which the student is willing to change their inappropriate behavior

The Code of Conduct has been divided into four Groups. Each Group contains a range of consequences for the infractions as follows but are not limited as such. The Principal may increase the consequences assigned by the Associate Principal for Culture and Climate or Assistant Principal.

Brockton High School Behavior Expectations

In the classroom, teachers will clarify the expectations for a student's success in that particular class, but all classes at Brockton High expect mutual respect and participation in the class. If a student does not meet the expectations of the classroom they can expect the teacher to respond by clarifying expectations, redirecting students toward expectations and/ tasks, and trying to re-engage students. If the student continues to have difficulty they can expect teachers to respond with a variety of interventions such as, seat changes, brief private conversations, afterschool detentions, phone calls home, or parent-teacher meetings. As a trained professional, it is for the teacher to determine the best approach to re-engage the students in the classroom. If the teacher's interventions still don't result in a re-engaged student, the student may be asked to leave the classroom and referred to the Assistant Principal's office.

Upon being asked to leave, students should quickly gather materials and report to the Assistant Principal's office. The student should sign-in to the office so that their arrival is recorded and

will be given the opportunity to write down their perspective of the events that led to their being asked to leave the classroom. The Assistant Principal or floor teacher will then intervene to bring about a resolution to the situation. Each situation is unique and therefore a variety of interventions are possible. See the Level descriptions below for further explanation.

One common way that behavior is tracked is through the use of the demerit accountability system. Demerits are a way to keep track of repetitive behaviors across or within classrooms. In general, a student earns demerits for being late to class, or being unable to remain in class. Teachers do not assign demerits, and they are only assigned through the Assistant Principal's office. A few demerits do not result in any further consequences, and a student's demerit total is reset each term. It is the accumulation of demerits (Multiple Events) which can lead to restrictive interventions. Before the student reaches an accumulation of demerits (Multiple Events) they are encouraged to complete a Demerit Buy-Back to redeem their behavior infractions.

LEVEL 1: Teacher – Suggested Classroom Interventions

Teacher:

- Positive and specific feedback
- Increase teacher proximity
- Change seats
- Behavior Reflection Activity
- Re-teaching and rehearsal of skill or procedure
- Verbal Reminders and redirection
- Student/Teacher conference
- Contact home
- Positive directives that state expectations
- Teacher Detention
- Progress sheets on behavior
- Create a classroom check-in plan

LEVEL 2: Office/Administration – Behavior Referrals for Office Consequences/Intervention

Teacher:

- All Level 1 Interventions
- Referral to Assistant Principal's Office
- Student/Teacher conference
- Collect progress monitoring data about the behavior and interventions attempted
- Peer Mediation

Administration:

- Reflection Activity
- Parent Meetings
- Demerit Buy-Back
- Homework Class
- Check-In Guidance Counselor, Adjustment Counselor, Floor Teacher, Assistant Principal
- Referral to Adjustment Counselor groups (anger management, academic motivation, etc.)
- Referral to Mentoring
- Loss of Privileges
- Lunch Detention
- Saturday Work
- Peer Mediation
- Demerits
- Handbook Class
- In-School Suspension

LEVEL 3: Suspensions – Short-Term Suspensions

Administration:

- Reflection Activity
- Referral to Mentoring
- Referral and coordination with community-based supports
- Individualized case management for students with 504 plans or IEPs
- Check-In Guidance Counselor, Adjustment Counselor, Floor Teacher, Assistant Principal
- Referral to Adjustment Counselor groups (anger management, academic motivation, etc.)
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- In-School Suspension
- Student Support Team
- Family/Guardian/Student/ Support Team conference
- Short-Term Suspension
- Improvement Plan/Behavior Contract

LEVEL 4: Suspensions – Long-Term Suspensions and/or Alternative School Placement

Administration:

- All Level 3 Consequences/Interventions
- Long-Term (More than 10 days cumulatively or consecutively) Suspension
- Alternative School Placement

Intervention/Consequence Progression

**Consequences assigned after considering all mitigating circumstances

**All consequences and progressions at discretion of BHS Administration

Multiple Events (2-3 Events from Groups A, B, and C)

1. Handbook Class
2. Homework Class
3. Saturday Work (Refer for Parent Meeting)
4. In-School Suspension (Parent invite for meeting)
5. Refer to Assistant Principal for Short- Term Suspension
6. Refer to Associate Principal for Culture and Climate for Long-Term Suspension

Additional Interventions/ Consequences

- Referral to Behavior Interventionist/FIT Room
- Student Support Team
- Guidance/Adjustment Referral
- Offer Demerit/Event Buy Back when applicable
- Peer Mediation
- Lunch Detention
- Loss of Good Citizen Senior Privileges
- Loss of outside privileges
- Loss of athletics
- Loss of clubs/after-school extracurricular activities

Group A Violations

Violations	Level 1 (Classroom)	Level 2 (Office Referral)	Level 3 (Short-Term Suspension)	Level 4 (Long-Term Suspension)	School Police Notification
Acting defiantly to a reasonable request made by a staff member.	X	X			
Being in a restricted area any time before, during and/or after school hours.	X	X			
Cut Handbook/Homework Class/Lunch Detention/Saturday Work	X	X	X		

Distributing non-school literature during school hours either in class or in the halls between classes. This material may be passed out in a place and at a time designated by the Principal indicating the time and place of distribution. Prior to distribution, a copy thereof must be furnished to the Principal indicating the time and place of distribution.	X	X			
Dress Code Violation	X	X			
Electronic Device/Cell Phone Policy/Acceptable/Responsible Use Policies	X	X	X	X	X
Failing to have ID displayed	X	X			
Failing to report to a teacher after school	X	X			
Fastening of decorations, posters, or announcements to any part of the school building except by permission of the Principal.		X			
Loitering in the corridors before, during or after school.	X	X			
Temporary ID		X			
Unexcused tardiness to school and class	X	X			

Group B Violations

Violations	Level 1 (Classroom)	Level 2 (Office Referral)	Level 3 (Short-Term Suspension)	Level 4 (Long-Term Suspension)	School Police Notification
Abusing the privilege of driving or parking on school property.		X	X		X
Being out of an assigned room without a pass signed by the teacher in charge of the room.	X	X			
Cutting Class (Cut Period 5 or Cut Period 6)	X	X	X		
Cutting Lunch Detention, Handbook Class, or Homework Class		X	X		
Failing to demonstrate respect for fellow students and staff.	X	X	X		
Failure to register for school.		X	X		
Leaving school property during the school day without express permission from the House Administration.		X	X		
Making unnecessary noise or causing a disturbance in classrooms, corridors, cafeterias, or common areas.	X	X	X		
Possession or use of electronic cigarette or JUULs.		X	X		
Possession or use of lighters/incendiary devices.		X	X		
Possession or use of stink bombs.		X	X		
Smoking cigarettes in school building or on school property during school hours.		X	X		
Throwing anything (foreign objects, etc.) anywhere in or outside of the building.	X	X			
Using any locker other than the one assigned by the House Office.		X			

Group C Violations

Violations	Level 1 (Classroom)	Level 2 (Office Referral)	Level 3 (Short-Term Suspension)	Level 4 (Long-Term Suspension)	School Police Notification
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Abusing the privilege of riding the school bus.		X			
Buy, selling, trading, or bartering of any item (including, but not limited to: phones, iPods, MP3 players, computers, tablets, and sneakers) while in school or on the way to or from school.		X	X		
Cheating on tests, assignments and homework, including plagiarism (and may receive zero credit for the assignment, quiz, or test)	X	X			
Defacing, destroying, marring, or causing damage to school or personal property: This includes failing to exercise reasonable care of books by "stuffing" or otherwise mistreating them. This rule will be strictly enforced, and restitution will be required. Malicious damage will be reported to School Police.	X	X	X	X	X
Defiance and inappropriate behavior during any school emergency, such as evacuation of the buildings, security checks or disruption of school.		X	X	X	X
Forgery.		X	X		
Gambling or card playing.		X	X		
Opening exterior doors to allow students or outsiders into the building.		X	X		
Trespassing.	X	X	X		
Unacceptable Behavior: The Administration of this high school will consider any overt, aggressive act, physically or verbally directed at an individual or group, as an unacceptable act. The following are examples of unacceptable behavior: a) Behavior judged by an administrator as deliberately threatening to the safety and well-being of any individual within the school. b) Blatant disregard for reasonable request or directives c) Disruptive acts within the school or on school grounds d) Failure to attend in-school suspension e) Failure to identify oneself to any member of the high school staff f) Failure to report to the office as directed g) Filing a false report h) Foul or abusive language i) Insubordination j) Wearing another student's ID or an altered ID k) Any other behavior which is judged by the administration as being unacceptable or inappropriate to individuals and/or the school community.		X	X	X	

Group D Violations

Violations	Level 1 (Classroom)	Level 2 (Office Referral)	Level 3 (Short-Term Suspension)	Level 4 (Long-Term Suspension)	School Police Notification
Acts of arson.			X	X	X
Any behavior, clothing, pins, insignias, colors, or emblems related to gang activity.			X	X	X
Assault on staff.			X	X	X
Committing acts of bullying/cyberbullying.			X	X	X
Committing acts of harassment or sexual harassment.			X	X	X
Committing any acts of theft.			X	X	X
Extortion.			X	X	X

False fire alarm.			X	X	X
Fighting causing injury.			X	X	X
Fighting in or on school grounds.			X	X	
Chronic School Offender: Defined as having 100 or greater behavior events or received three or more out of school suspensions in the current school year.			X	X	
Hazing.			X	X	X
Making a bomb threat or serious physical threat to the safety of the Brockton High School community (Requirement of outside counseling and anger management).			X	X	X
Possessing or distributing of any weapon, real or simulated, such as a firearm, ammunition, knife, explosive, or any object of potential use as a weapon.			X	X	X
Possession of, distribution of, or drinking alcoholic beverages on school property, and/or possession of, distribution of, or taking drugs on school property by anyone at any time is strictly forbidden. Any student who is under the influence of, partaking of, or purchasing alcoholic beverages or drugs, or possessing drug paraphernalia during school hours, on school grounds or at school-sponsored events may be suspended. Arrest may be made in cases where the law has been violated. (Please be aware that in an ongoing effort to keep Brockton High School drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations).			X	X	X
Sexting.			X	X	X
Sexual behavior.			X	X	X
Violating the civil rights of others by making racial, religious, or sexual slurs. This includes verbal remarks or wearing of pins, clothing, or displaying of symbols commonly associated as racial, religious, or sexual slurs. This includes inappropriate markings on books, clothing or exposed skin.			X	X	X

Interventions, Detentions, Suspensions, and Expulsion Descriptions

Lunch Detention

Student may be assigned lunch detention for excessive tardiness to school. Students may bring their own lunch or students with a lunch ticket must notify the Assistant Principal's office at the time the detention is issued if they wish to order a school lunch.

Lunch detention may be located in a classroom designated by the Associate Principal for Culture and Climate or Assistant Principal. If a student is absent on a day when one is assigned lunch detention, the detention must be made-up the day the student returns to school. If school is cancelled for any reason, the Assistant Principal may reassign the lunch detention.

Handbook Course Intervention

A student may be assigned the Handbook Course Intervention (HCI) for a Group A or Group B consequence. The HCI will be one – hour after school. Student assigned to the HCI may have to participate in class discussions pertaining to the rules and regulations in the Handbook and complete reading and writing assignments. If a student is absent the day of the HCI, they may be reassigned by the Assistant Principal. Unexcused absences from the HCI may result in a suspension or Saturday Work Intervention. If school is cancelled for any reason, the Assistant Principal may reassign the HCI.

Boxer Homework Class Intervention

Students will be notified in writing twenty-four hours prior to serving the after-school Boxer Homework Class. If a student has been assigned a BHCW and fails to report, one is no longer eligible for BHCW and may be given an equivalent suspension. If a student is absent on a day when one is assigned BHCW, it must be made-up the day the student returns to school. All students must wear ID's to BHCW. If school is cancelled for any reason, the Assistant Principal may reassign the BHCW. Teachers may not send discipline behavior referrals for students who fail to report to BHCW as a consequence of not completing one's homework.

Boxer Saturday Work Intervention

At the discretion of the House Administration, a student may be given the opportunity to participate in a community service program on designated Saturdays from 8:00 a.m. to 12:00 noon. This intervention program is in lieu of a suspension. Parents will be notified, and students would be required to arrange their own transportation. If Saturday Work Intervention is cancelled for any reason, the Assistant Principal may reassign the intervention day(s). Failure to report to Saturday Work Intervention on the assigned day may result in suspension.

In-School Suspension

In-school intervention is an alternative to out-of-school suspension for violations of the school's conduct code. In-school suspension requires a student to continue work on academic assignments in a supervised classroom. A student may receive academic credit if the work is completed to the satisfaction of the teacher. In school suspension days are waived.

A student assigned to in-school suspension may not attend nor participate in any school sponsored function from the time the in-school suspension is assigned until the morning following the completion of the in-school suspension. Parents will be notified when a student has been assigned an in-school suspension. In-school suspension hours begin at 7:29 a.m. If a student is absent on the day of an assigned ISI it must be made up on the day the student returns to school. If school is cancelled for any reason, the Assistant Principal may reassign the suspension day.

Out-Of-School Suspension

Students serving out-of-school suspensions are not permitted on school grounds for any reason. A student assigned an out-of-school suspension may not attend or participate in any school sponsored events from the time the out-of-school suspension is assigned until the morning following the completion of the suspension. Students who are suspended for 10-days for violating school rules and the rights of others may be requested to serve their suspension in the Counseling and Intervention Center at the Keith School, where the student will have the opportunity to make educational progress. A parent or guardian is invited and encouraged to attend a re-entry meeting on the return day. If school is cancelled for any reason, the Assistant Principal may reassign the suspension day(s).

SAY THE WORD

Anonymously

BHS Text-for-Help

Keeping our school & students safe and healthy



Seek assistance for yourself or a friend via text about bullying, depression, drug use, violence or any issue that is harming you or someone you love.

Your text is **100% anonymous**

Text "BOXERS" + your message to 274637

