Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee

Tuesday, August 26, 2025
6:30 PM via Zoom

AGENDA

1. **Call to Order**

   Join Zoom Meeting- https://meet.google.com/gre-owyp-oeu

2. **Discussion Items**
   - District Handbook (first read)
3. **Adjourn**

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

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

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: The Dover-Sherborn Regional School Committee

From: Elizabeth McCoy, Superintendent
Kate McCarthy, Director of Student Services

Date: August 22nd, 2025

Re: District Handbook First Read

The District Administrative Team is pleased to present the draft of the updated district-wide Student Handbook for your review. In preparing this document, our team carefully examined key aspects of school handbooks, reviewed examples from neighboring districts, and considered the sections and information most frequently requested by families.

Our goal in this process was to provide clear, accessible information for families while ensuring that policies and procedures are consistently communicated across all schools. To that end, we aligned the individual school handbooks into one unified district handbook. This approach promotes consistency, equity, and clarity for students, families, and staff, while still allowing for building-specific details where necessary.

This new handbook highlights several important updates, including:

- District Wide Code of Conduct that reflects district values and provides clear expectations for students K–12.
- Aligned attendance policies and procedures across all schools to support consistency and family understanding.
- Quick access links to many areas of the district website where families can find additional detail and resources connected to handbook content.

We look forward to discussing the draft with you and welcome your feedback as we finalize the document.

Dover-Sherborn Public Schools



District Handbook

2025-2026

Translation: If you need this information translated, please copy and paste it into Google Translate. The link to Google Translate is http://translate.google.com/. You can also translate using Google Drive. Here's how. The District Website translates all documents and information.

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1) Introduction

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Dear Families,

Welcome to a new school year! Whether your child is joining us at the elementary, middle or high school level at Dover-Sherborn Public Schools, we're excited to partner with you in supporting your child's growth, learning, and success.

Our schools are proud to be part of communities that value strong academics, social-emotional development, and a positive, inclusive learning environment. While each school has its own unique traditions and culture, we share a common goal: to create safe, supportive, and engaging spaces where every student can thrive.

This handbook is designed to be a helpful resource for students and families. Inside, you will find important information about school policies, procedures, and daily routines, as well as guidance on how to stay connected and involved in school life. We encourage you to review it carefully and reach out with any questions along the way.

We're looking forward to a year of learning, discovery, and connection and we're so glad to have you with us on the journey.

Sincerely,

Dover-Sherborn Administration Team

Our Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally-recognized school system.

Our Mission

The Dover-Sherborn Public Schools share the mission to inspire, challenge, and support all students as they discover their full potential.

Our Core Values

- Commitment to Community
- Equity and Experience
- Respect and Dignity
- Climate of Care

School Information

29 Cross Street Dover, MA 02030 **508-785-0480**	10 Pine Hill Lane Sherborn, MA 01770 **508-655-0630**	155 Farm Street Dover, MA 02030 **508-785-0635**	9 Junction Street Dover, MA 0203 **508-785-1730**
School Hours: 7:50am-2:15pm Early Release: 7:50am-11:15am		School Hours: 8:35am-3:10pm Early Release: 8:35am- 12:10pm	

School Website Links

- Pine Hill Elementary School
- Chickering Elementary School
- Dover-Sherborn Middle School
- Dover-Sherborn High School

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2) Academic Calendars and Important Dates

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Dover-Sherborn Public Schools maintain a District Calendar to help families plan for the year ahead. This calendar includes key dates such as the first and last days of school, early release days, vacation weeks, professional development days, and districtwide events. Each school also maintains its own school-specific calendar with information tailored to its building based events, including school-based events, performances, meetings, and deadlines. We encourage families to check both calendars regularly, as they are updated throughout the year. All calendars are linked below.

The district also recognizes the importance of religious and cultural observances. Key dates for major religious holidays are noted on the district calendar to help families plan and to ensure our school community is respectful and inclusive of all traditions.

- District 2025-2026 School Year Calendar
- Chickering School Calendar
- Pine Hill School Calendar
- Middle School Calendar

- High School Calendar

25-26 Religious/Cultural Holiday Guidelines

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3) Academic Programs

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The Dover-Sherborn Public Schools is committed to providing all students with the highest quality education which includes rigorous coursework, high standards, the development of essential skills for students during their time in Dover-Sherborn and beyond. Guiding our academic programming is the Dover-Sherborn Portrait of a Graduate, which focuses on students' development of the following competencies:

- Empathy: seeks to understand the perspectives and experiences of others and respect human differences.
- Communication: listens to, synthesizes and expresses thoughts and ideas in a variety of forms and contexts.
- Collaboration: works with others to accomplish a shared goal and values the contributions of each team member.
- Critical Thinking: evaluates and analyzes multiple forms of information to generate new ideas.
- Creativity: uses imagination and knowledge to design and create original products and solutions.
- Perseverance: welcomes challenges, embraces setbacks, and sees obstacles as an opportunity to grow and learn.
- Engage Citizenship: uses knowledge and skills to engage with both the local and global communities.

In order to help students obtain the Portrait of a Graduate competencies, the District has developed 9 Best Practices that we believe create meaningful and relevant learning experiences for all students.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Dover-Sherborn Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Curriculum information for the district is available on the district website and can be accessed through the following links:

- Elementary Teaching and Learning
- Middle School Teaching and Learning
- High School Teaching and Learning

- High School Program of Studies

Grade Reports

Report Cards are issued at the end of each semester, with an Interim Report issued in the middle of each semester. These reports will be accessible via the parent/guardian/caregiver portal. To access the login page of the portal, please go to the school home page and click on “Aspen Family Portal Login” located under “Quick Links”.

Title 1 Support

Dover-Sherborn Public Schools receives federal Title I funding to support student learning. Title I provides additional resources to low income students to help ensure that all children are able to meet challenging academic standards. Families are important partners in this work and each year, the District offers informational meetings and/or individual appointments with families who are interested in learning more about Title I supports and services.

- Elementary Title I Handbook
- Secondary Title I Handbook

Departments/Programs

Additional information, including department/program-specific resources, can be found through the links listed below:

- Athletics
- Athletics Handbook
- Clubs and Organizations (Middle School) (Link Coming Soon)
- 2025 Club and Activities at DSHS
- Food Services
- Guidance
- Health Services
- Homeschooling
- METCO
- Multilingual Learners
- Special Education
- Technology

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4) Enrollment and Attendance Policies

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The following section outlines key policies that guide the operations and expectations of our school community. We encourage families to review this section carefully to ensure a clear understanding of the standards that support student success.

Enrolling Students in Dover-Public Public Schools

The Dover-Sherborn Public Schools welcome resident students and are committed to providing a high-quality, inclusive education for all. To enroll, families must provide proof of residency within the towns of Dover or Sherborn, along with required student records such as birth certificate, health/immunization documentation, and prior academic records.

Enrollment is open to all students in grades PreK–12, consistent with district policy and Massachusetts state law. Student placement is determined by school administration, based on grade level, educational needs, and available programs. Families are encouraged to stay informed and engaged from the start, as strong home–school partnerships help ensure each student is placed in the setting that best supports their success.

Enrollment paperwork for each building can be found at the links below:

- Chickering (Dover) New Student Registration
- Pine Hill (Sherborn) New Student Registration
- Dover-Sherborn Middle School New Student Registration
- Dover-Sherborn High School New Student Registration

Attendance Policies

The legal standard interprets “reasonable absences” as no more than seven full school days, or fourteen half-days, within a six-month period (see MGL Chapter 76, Section 2). A minimum of one hundred and eighty days of student school attendance is called for each year. We may provide accommodations for reasons related to health, religion, emergencies, disabilities and special education.

Parents/guardians and school administrators have an obligation to be sure that students are in attendance each day. The school will be monitoring attendance and sending out letters when students’ unexcused absences/tardies are of concern. If a student under the age of 16 is absent (unexcused) for 8 or more days, school officials may file a CRA (Child Requiring Assistance) petition which could result in a hearing before a Juvenile Court Judge.

Vacations during school time should be avoided and are not considered excused absences. For absences due to non-school related events (including family vacations), the student/family possesses the sole responsibility to obtain the information needed to maintain appropriate performance in school. Teachers have no obligation to prepare material that the student will miss during their absence prior to the student’s departure.

An Excused Absence/Tardy includes:

- Documented illness or injury or medical visit
- Bereavement/family funeral
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the principal)

An Unexcused Absence/Tardy is any absence or tardy that is not covered by the aforementioned definition of “Excused Absence/Tardy.” Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional.
- Cutting class (suspendable offense)
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

Make-Up Work

For absences due to non-school related events (including family vacations) the student possesses the sole responsibility to obtain the information needed to maintain appropriate performance in school. Teachers have no obligation to prepare material that the student will miss during their absence prior to the student’s departure. Students are encouraged to follow Google classroom or contact a peer to keep abreast of what is happening in each class.

- School Attendance (Chapter 76 General Law)
- Applicable Laws Regarding Attendance
- Absenteeism Graphic

Region Athletics/Extracurricular Attendance Requirements

It is important to note that when a student is absent due to injury or illness, he/she will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) as a participant or spectator on that day. To be considered present, for participation/spectator purposes, a student must arrive by 9:30 am (the start of period 2) and stay until the close of the school day. Students needing to arrive after 9:30 am can request administrative approval and/or will need supportive documentation (medical note, etc.) before participating or being a spectator in a school sponsored activity that day.

If a student has been absent on Friday, due to illness, he/she cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor and/or school administration. If a student reports after 9:30am or is out on a Friday and they do not have supportive documentation they must obtain administrative approval in order to participate in extracurricular activities.

Students Enrolled in Non-School Programs by Parent Choice

Students attending events or enrolling in programs (i.e. ski school, theater, equestrian event) that take them from school for two weeks or more will be required to withdraw from the Dover-Sherborn Public Schools. Students who are returning to the District within the same school year are advised to follow the curriculum to the best of their ability by following curriculum roadmaps and teachers' websites. Students will not have access to curricula and academic materials, such as Google Classroom, for the duration of this alternative setting. If the student will have formal classes and instruction, the student will enroll there. If the student is going to be accessing a less formal academic program, a Home School plan needs to be filed with the District. The following steps are recommended:

- Upon completion of the program the student must re-enroll via our enrollment process. Any transcripts or proof of classwork must be provided.
- A re-entry meeting with the students counselor must be scheduled prior to starting back.
- Students will not be able to access Google Classroom, Gmail or receive work to complete while away.
- Dover-Sherborn will not be responsible for providing books, curriculum maps, scope and sequences or units of study to the student or school.
- Any level placement recommendations needed for the following school year will be determined in June before leaving for the summer.

Grades for students whose parents/guardians elect an alternative, approved program will not be integrated with the grades from Dover-Sherborn High School and will be listed separately on the student's high school transcript. Additionally, a Dover-Sherborn grade point average will not include grades for courses taken in these elected programs outside of Dover-Sherborn High School.

<u>McKinney-Vento Homeless Education Act</u>

The McKinney-Vento Act ensures that students who lack a fixed, regular, and adequate nighttime residence have the same rights and access to a free, appropriate public education as their peers. This includes the right to enroll immediately in school, remain in their school of origin if it is in the student's best interest, and receive transportation and support services. If you believe your family may qualify, please contact the school office or our district's Homeless Education Liaison (the Director of Student Services) for assistance.

<u>Homeschooling</u>

Families may choose homeschooling as an alternative to traditional public education. Each homeschool plan must be submitted for review, and parents are encouraged to contact the Assistant Superintendent for guidance and approval. The District provides resources and support to ensure compliance with Massachusetts state laws, which require local district approval of homeschool plans. While public school curricular and extracurricular offerings are robust, families who opt for homeschooling must develop and follow an approved independent instructional plan.

- Homeschooling Information

Withdrawal from Dover-Sherborn High School

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

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5) Behavioral Expectations/Code of Conduct

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Our behavioral expectations and code of conduct are grounded in the belief that every student deserves to learn in a safe, respectful, and caring environment. These expectations are designed to promote equity by applying expectations fairly and consistently across all students. We encourage responsible behavior, personal growth, and academic excellence while recognizing each student's unique needs and experiences. By upholding respect and dignity for all, we help build a school community where students feel seen, supported, and valued. Together, we create a climate of care that fosters both individual success and collective well-being. The Code of Conduct outlines the behavioral expectations for all students Pre-K through Grade 12 in Dover-Sherborn Public Schools.

Technology Policies

In today's rapidly changing world, where students have increased access to digital tools and online information, it is essential to prioritize safe and respectful technology use. Our Responsible Use Policies are designed to guide students in making thoughtful choices, protect their privacy, and promote a secure and supportive digital learning environment. These expectations help ensure that technology is used in ways that enhance learning while maintaining safety, respect, and integrity. Policy Information for the district is available on the district website and can be accessed through the following links:

- Responsible Use Policy - Grades K-5
- Responsible Use Policy - Grades 6-12
- Dover-Sherborn Middle School Personal Technology Policy

Elementary Personal Device Expectations:

All personal electronic devices, for example, cell phones, or smart watches, are not to be used at school during the regular school day. If your child brings a device to school, it must be turned off and placed in their backpack for the duration of the school day.

Elementary Lunch & Recess Rules

- Follow Adult Directions: Listen carefully and follow directions from all staff. Show respect at all times.
- Use Kind Words and Actions: Speak kindly to others. No teasing, bullying, or excluding others.
- Be Safe Outside: Use playground equipment correctly and safely. Stay in designated play areas.
- Keep Hands and Feet to Yourself: No pushing, rough play, or physical contact.
- Share and Take Turns: Be fair and include everyone who wants to play.
- Report Problems: If someone is hurt or there's a problem, tell an adult right away.
- Dress for the Weather: Come prepared for outdoor play—bring coats, boots, hats, as needed.
- Line Up Quickly and Quietly: When the signal is given, stop playing and walk to your line calmly.
- Eat Respectfully: Use good table manners. Stay seated while eating and raise your hand if you need help.
- Take Care of Your Space: Clean up after yourself. Throw away trash and recycle when possible.

Consequences will be determined based on the nature, severity, and frequency of the behavior. While some incidents may result in a reminder or reflection, others—especially those that involve unsafe or disrespectful behavior—may lead to more serious disciplinary action. School administration will use discretion and professional judgment when determining appropriate responses to behavior incidents. Possible consequences may include:

- Loss of recess time or play privileges
- Reflection sheet or written apology
- Recess or lunch support plan
- Parent/caregiver contact
- Recess alternative - temporary or long-term
- Additional support or reteaching

Bullying

Bullying and harassment violations are serious offenses that go against the values of respect, dignity, and care that our school community is built upon. These actions create harm and undermine the inclusive, supportive environment we strive to maintain for every student. When such behaviors occur, we follow deeper, well-defined processes to ensure a thorough investigation, appropriate response, and protections for those impacted. Our goal is not only to address the behavior but also to repair harm, restore safety, and uphold the rights of all individuals. The definitions, forms, processes and frequently asked questions can be found below:

- Bullying Policy and Reporting
- Bullying FAQ

Title IX

Title IX is a federal law that ensures all students have equal access to school programs, activities, and athletics, regardless of sex. It also protects students from sexual harassment, assault, and gender-based discrimination.

If you or your child ever have a concern related to Title IX, please contact the school principal or the District's Title IX Coordinator. The Coordinator makes sure concerns are taken seriously, investigated fairly, and that students are supported.

District Title IX Coordinator:
Kate McCarthy
Director or Student Services
508-785-0036
mccarthyk@doversherborn.org

- Title IX Policies, Grievance Procedures and Forms

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6) Health and Safety
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Health Office

The Dover-Sherborn Public Schools are committed to fostering a healthy and safe learning environment for all students. Our Health Services team, led by compassionate and skilled school nurses, provides comprehensive care, administers first aid, manages chronic conditions, and promotes student wellness. The link below outlines essential procedures for illness, injury, medication administration, and maintaining overall student health:

- Health Services

Food Celebrations

To comply with the expectations outlined in Massachusetts General Law c 111 223 "An Act Relative to School Nutrition," foster student safety, and promote equitable student experiences in all classes, no food is allowed in classrooms other than students' individual snacks and lunches. Please review the following expectations around food and celebrations:

- No food in classrooms except for each student's own snack and lunch.
- No food or snacks may be brought in for birthdays or classroom celebrations.
- Non-food items (books, games, trinkets) are encouraged for celebrations.
- Teachers will share birthday recognition guidelines at Fall Back-to-School Night and in their first newsletter.

Student Safety and Emergency Procedure Planning

The safety and well-being of every student, faculty member, and staff member is the highest priority at Dover-Sherborn Public Schools. We are committed to providing a secure and supportive learning environment where all individuals feel safe and can thrive. This section outlines our comprehensive approach to student safety and our established procedures for various emergencies.

At Dover-Sherborn Public Schools, safety is an ongoing commitment woven into our daily operations and long-term planning. We believe in:

- Proactive Planning: Continuously assessing potential risks and developing detailed plans to prevent, prepare for, respond to, and recover from emergencies.
- Collaboration: Working closely with local law enforcement, fire departments, emergency medical services, and community partners to ensure coordinated and effective responses.
- Training and Drills: Regularly conducting drills and training exercises for students and staff to ensure familiarity and proficiency with emergency procedures.
- Communication: Maintaining open and timely communication with students, families, and staff before, during, and after an emergency.
- Continuous Improvement: Regularly reviewing and updating our safety protocols based on best practices, feedback, and evolving circumstances.

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7) Special Education and Student Services

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At Dover-Sherborn Public Schools, we are committed to fostering an educational environment that is inclusive, equitable, and responsive to the unique needs of every learner. Our mission is to ensure that all students, including those with disabilities, are supported in achieving their full potential academically, socially, and emotionally. Grounded in the core values of respect, collaboration, and high expectations, we believe that inclusive practices enrich the entire school community. We strive to provide individualized support in the least restrictive environment, enabling students with disabilities to participate meaningfully in the general education setting to the greatest extent possible.

School Special Education Pages

- Pine Hill Special Education Staff
- Chickering Special Education Staff
- Middle School Special Education Staff
- High School Special Education Staff
- Special Education Department

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8) Parent and Family Engagement

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We believe strong home-school communication is essential to student success and a positive school experience. Our primary communication tool is ParentSquare, a secure platform used for sharing important announcements, school updates, and classroom information. We encourage all families to download the app and enable notifications to stay informed and engaged. Please find further information regarding Parent Square below:

- Parent Square FAQ

GUIDELINES FOR COMMUNICATION

Productive, respectful communication between home and school plays a vital role in promoting student learning, growth, and well-being. As partners in education, families and educators share the responsibility of fostering clear, consistent, and compassionate communication.

These guidelines reflect Dover-Sherborn's core values - Commitment to Community, Equity & Excellence, Respect & Dignity, and a Climate of Care - and aim to ensure that every interaction is respectful, productive, and student-centered. **At all times, each party is committed to acting in the best interest of the student(s).**

GENERAL EXPECTATIONS FOR EMAIL AND ELECTRONIC COMMUNICATION

Email and other digital tools are powerful resources for clear and timely communication. This guidance applies to all members of the Dover-Sherborn community—**students, families, and staff**—and is designed to support respectful, effective interactions. At the core, all electronic communication should:

- Be respectful, honest, and foster productive dialogue
- Embody the district's values of care and collaboration
- Support our strategic goals of building a welcoming and safe environment
- Uphold the same level of civility and professionalism expected in person

SPECIFIC GUIDELINES FOR EMAIL AND ELECTRONIC COMMUNICATION

Please remember that emails are not private and fall under Public Records Law—they can be requested and shared publicly. When composing or sending emails:

- Follow standard rules of grammar, spelling, and punctuation
- Avoid using ALL CAPS, which can be interpreted as shouting
- Be mindful that messages can be forwarded without your knowledge or consent
- Use "reply all" sparingly
- Limit use of CC (carbon copy) unless necessary; avoid using it to escalate or apply pressure
- Use BCC (blind carbon copy) when emailing large groups to protect privacy
- To minimize miscommunication, keep messages concise, clear, and professional—ideally no more than 100 words.
- Avoid using email to address topics that are emotional, sensitive, or potentially divisive. In those cases, it's better to request a meeting or phone call.
- If a conversation begins to feel tense or emotionally charged, shift the dialogue to a phone or in-person conversation instead of continuing over email.
- Urgent matters—those that involve the safety of students or staff—should be addressed by calling the school directly. If it is before/after school hours, contact the appropriate emergency service.
- For time-sensitive matters such as student dismissals, please call the school office to ensure your message is delivered promptly. Staff members are focused on students during the school day and may not check email immediately.

- For non-urgent matters, allow 1-2 school days for a reply, not including weekends.
- Students in grades 6–12 should use their **@doversherborn.org** email address when writing to teachers and send messages to the staff's school email address.
- School email accounts should not be used for unrelated activities such as political advocacy, advertising, or personal fundraising.
- Since educators do not receive school-issued mobile phones, texting should not be used as a communication method between caregivers/students and staff—unless specifically arranged and approved by a supervisor.

GENERAL EXPECTATIONS FOR MEETINGS AND PHONE CONVERSATIONS

Whether held in person or over the phone, meetings are opportunities to build trust, solve problems, and strengthen the partnership between families and educators.

All conversations should:

- Promote open, respectful, and solution-focused dialogue
- Reflect mutual commitment to student growth, equity, and shared responsibility
- Foster a welcoming environment where all voices are heard and valued
- Maintain the professionalism, empathy, and dignity expected of all Dover-Sherborn community members

In cases where conversations become emotionally charged, participants may request a pause or reschedule the meeting for a later time. Everyone benefits when communication remains grounded in mutual respect and the shared goal of supporting student success.

SPECIFIC GUIDELINES FOR MEETINGS AND PHONE CONVERSATIONS

- **Prepare in advance:** If possible, come to meetings with a clear understanding of the purpose and key points you wish to discuss. If necessary, request an agenda ahead of time.
- **Respect time and scheduling:** Arrive on time for meetings and allow for others' schedules by ending promptly. If you need to reschedule, provide advance notice. Please note that administrators/educators are engaged with students and other responsibilities before/during/after the school day and are not available for drop-in visitors.
- **Practice active listening:** Allow all participants to share their perspective without interruption.
- **Maintain a respectful tone:** Speak calmly and respectfully, even when discussing difficult topics. Avoid sarcasm, blame, or accusatory language.
- **Focus on shared goals:** Keep the student's best interests at the center of the conversation. Collaborate on finding constructive solutions.
- **Seek clarification:** If something is unclear or concerning, ask questions respectfully rather than assuming intent.
- **Maintain privacy:** Do not record conversations or take photographs during meetings unless all parties have given explicit permission.

- **Follow up when needed:** After a meeting, summarize key decisions or next steps in writing to avoid misunderstandings and to keep everyone on the same page.
- **Use appropriate channels:** For urgent issues involving the safety of students or staff, contact the school office directly. Avoid approaching educators during arrival, dismissal, or class transition times. If it is before/after school hours, contact the appropriate emergency service.

DOVER-SHERBORN PUBLIC SCHOOLS
INSPIRE ● CHALLENGE ● SUPPORT

Contacting Dover-Sherborn Public Schools

To ensure effective communication, please reference this chart to direct your questions or concerns. Start with the person most directly involved; if you need more help, we'll guide you to the next level of support.



Class-Based Communication

Connect directly with you student's teacher to discuss...

- Questions about student academic progress
- Questions about student social emotional growth and well-being
- Questions about homework or other assignments



School-Based Communication

Connect directly with a building administrator to discuss....

- School discipline or safety matters
- Questions about programs and staffing
- Questions or concerns about school policies
- Questions or concerns classroom teachers cannot address



District-Based Communication

Connect directly with Central Office administrators to discuss...

- Issues related to: district policy, curriculum and assessment, student services, employment opportunities, human resources, business or facilities, food services and transportation

District Communication Channels	Website	ParentSquare	Technology Support
	www.doversherborn.org Find calendars, School Committee information, curriculum updates, important links and more	Classroom newsletters, school newsletters, staff directory, District announcements (emergencies & snow days)	familysupport@doversherborn.org

Family Member Volunteers

There will be a variety of volunteer opportunities for parents and guardians to support classroom activities, school events, and community-building efforts. These opportunities will be shared at the beginning of the school year and throughout the year as needs arise. The guidelines for any volunteer are outlined below:

- All volunteers must have successfully completed a Criminal Records background check (CORI)
- All volunteers must sign-in at the main office and obtain the appropriate colored "Visitor" sticker for that day
- Volunteers are requested to keep all information regarding the students and staff in the school confidential
- Volunteers should use the adult bathrooms while at school. Please ask school personnel where the nearest adult bathroom is located

Please bring up any questions or concerns you have about volunteer issues with the faculty or staff with whom you are working. If a question or concern still exists, please feel free to contact the principal.

Field Trip Information

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

Fundraising Information

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

Gifts for Students and Families

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

School Events

We look forward to welcoming families into our buildings for back-to-school nights and parent-teacher conferences. These events provide valuable opportunities to connect with teachers, learn more about your child's learning experience, and build strong partnerships between home and school. Additional building based activities and performances are offered and will be detailed in the school websites and school calendar. We're grateful for your partnership and look forward to working together to support your child's growth and success.

Use of Pictures

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

Family Resources

The following links provide quick access to important family resources:

- Challenge Success
- High School Important Forms
- Interface Counseling Referral Service
- Mental Health Emergency service
- MySchoolBucks
- Parent Square
- Translation Services - Dover Sherborn District

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9) Transportation, Parking and Facility Use

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Transportation

The Dover-Sherborn Public Schools provide school bus transportation at no cost to all students. Our goal is to ensure safe and reliable transportation each day. Families who have questions about bus routes or transportation concerns may contact Tracey DeFlaminio at 508-785-0036 or by email at deflaminiot@doversherborn.org.

Dover-Sherborn Bus Behavioral Expectations:

The bus is an extension of the school day; all school rules are applicable to a student's time on the bus. Below are examples of behavioral expectations while riding the bus:

- Follow the Driver's Directions: The bus driver is in charge. Listen carefully and always show respect.

- Stay Seated: Stay in your seat while the bus is moving. Wait until the bus comes to a complete stop before standing up.
- Keep the Aisle Clear: Keep backpacks, instruments, and other belongings out of the aisle. Large items must fit on your lap or between your legs.
- Use Kind Words and Actions: Be respectful to everyone. No bullying, teasing, pushing, or rough play.
- Use a Quiet Voice: No yelling or loud noises.
- No Food or Drinks: For everyone's safety—especially those with allergies—no eating, drinking, candy, or gum is allowed on the bus. Keep everything packed away.
- Hands and Objects Inside: Keep hands, arms, and all items inside the bus at all times. Do not open windows or doors without the driver's permission. The emergency exit is only for emergencies.
- Find a Seat Quickly: Two or three students per seat. No saving seats. Seats may be assigned at any time.
- Keep the Bus Clean: Take care of the bus and throw trash away properly.

Consequences will be determined based on the nature, severity, and frequency of the behavior. While some incidents may result in a warning and parent communication, others—especially those that compromise safety—may lead to immediate disciplinary action, including loss of bus privileges. School administration will use discretion and professional judgment when determining appropriate responses to behavior incidents. Possible consequences may include:

- Assigned seat
- Reflection sheet or written apology
- Bus behavior support plan
- Parent/caregiver contact
- Temporary or permanent suspension of bus privileges

- High School Student Parking Rules and Regulations

Facility Use

The Dover-Sherborn Public Schools welcome the responsible use of school facilities by community groups and organizations, when such use does not interfere with school operations or student programming. Any interested individual that would like to use the facilities after school hours should contact the main office administrative assistants to begin the process.

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10) Policies and Legal Information

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The School Committee is responsible for establishing policies that guide the operation of the school district. These policies serve as the governing framework for decision-making and ensure consistency, equity, and legal compliance across all schools. All policies are made publicly available, and

transparency in the process helps ensure that the school district's operations align with its mission, values, and community expectations.

Additional information, including full policy language and updates, can be found through the links listed below:

- Policy Manual - Dover Sherborn District
- Non-Discrimination Policy (Section AC)
- School Committee - Dover Sherborn District (policy subcommittee information)

Student Records

Student records are maintained in accordance with Massachusetts General Laws and the Family Educational Rights and Privacy Act (FERPA). These laws protect the confidentiality of student information and give parents/guardians (and students age 14 and older or in 9th grade and above) certain rights, including:

- The right to inspect and review student records.
- The right to request corrections if information is inaccurate or misleading.
- The right to consent (in most cases) before information is shared outside the school.
- The right to file a complaint if you believe your rights under these laws have been violated.

Temporary records (such as test results and evaluations) are kept for at least five years after a student leaves the district. Permanent records (basic information such as name, address, courses, grades, and attendance) are kept for at least sixty years. If you would like to review your child's records or have questions, please contact the school office.

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11) Links and Frequently Asked Questions (FAQ)
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All Links

School Website Links
- Pine Hill Elementary School
- Chickering Elementary School
- Dover-Sherborn Middle School
- Dover-Sherborn High School

Calendars
- District 2025-2026 School Year Calendar
- Chickering School Calendar
- Pine Hill School Calendar
- Middle School Calendar
- High School Calendar

- 25-26 Religious/Cultural Holiday Guidelines

Teaching and Learning

- Elementary Teaching and Learning
- Middle School Teaching and Learning
- High School Teaching and Learning
- High School Program of Studies

Departments

- Athletics
- Athletics Handbook
- 2025 Club and Activities at DSHS
- Food Services
- Guidance
- Health Services
- Homeschooling
- METCO
- Multilingual Learners
- Special Education
- Technology

Title I Handbooks

Elem Title I Handbook 23-24

DSMS & DSHS Title 1 Handbook 23-24

Enrollment Links

- Chickering (Dover) New Student Registration
- Pine Hill (Sherborn) New Student Registration
- Dover-Sherborn Middle School New Student Registration
- Dover-Sherborn High School New Student Registration

Attendance Regulations

- School Attendance (Chapter 76 General Law)
- Applicable Laws Regarding Attendance
- Absenteeism Graphic

Code of Conduct and Policies

- *Code of Conduct - Handbook*
- Responsible Use Policy - Grades K-5
- Responsible Use Policy - Grades 6-12
- Dover-Sherborn Middle School Personal Technology Policy
- High School Student Parking Rules and Regulations
- Policy Manual - Dover Sherborn District
- Non-Discrimination Policy (Section AC)
- School Committee - Dover Sherborn District

Family Resources

- Challenge Success
- High School Important Forms
- Interface Counseling Referral Service
- Mental Health Emergency service
- MySchoolBucks
- Parent Square
- Translation Services - Dover Sherborn District

Frequently Asked Questions

This FAQ section is designed to provide helpful answers to common questions about our school district, programs, policies, and procedures. We recognize that new questions and situations arise over time, so this is a living document that will be updated regularly as new topics emerge. Our goal is to offer clear, accessible information to support students, families, and staff.

- FAQ's Dover-Sherborn Handbook

DISTRICT WIDE CODE OF CONDUCT

The Dover-Sherborn Public Schools are committed to providing a safe, supportive, and respectful learning environment for all students from kindergarten through grade 12. The Code of Conduct outlines the expectations for student behavior in classrooms, on school grounds, on buses, at school-sponsored events, and in all digital spaces connected to school life.

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

A student's behavior off campus or anywhere in a student's digital footprint can have a serious negative impact on other students or members of the school community during the school day and at extracurricular activities. As such, if a student engages in conduct outside of school that causes a substantial disruption to the school environment, such conduct may be considered a basis for discipline.

Students are expected to be courteous, reasonable and responsible. Students will respect all staff, other students, and school property. Inappropriate attitudes and behavior will be dealt with in a manner that will encourage change. A system of warnings and procedures is built into the overall approach to changing behavior in Dover-Sherborn Public Schools.

As always, discipline cases are handled individually, respecting the rights, developmental needs and dignity of the student while taking into account the needs and best interest of the entire school community. To respect the confidentiality of all of our students and families, we are not at liberty to discuss the disciplinary actions taken regarding students other than your own.

Progressive Discipline

Whenever possible and practical, administrators consider an appropriate alternative to suspension before the student is disciplined. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative practices/justice, and positive behavioral interventions and supports.

Any student who is suspended from school will be given the opportunity to make up schoolwork as needed to make academic progress. Students are therefore encouraged to maintain contact with their classroom teacher via email to keep on track with classwork. In addition and where appropriate, the student's school counselor may contact the student during the out of school suspension to provide social emotional support. Upon completion of the suspension, the student's assistant principal/school counselor will work with the student, family, and teachers to reintegrate the student back into the school community in a positive way.

Any student who is excluded from school for more than ten (10) consecutive days will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

Except in the case of the felony charges and statutory offenses, students may not be suspended more than 90 days in a school year.

Discipline and Due Process

Our goal is always to support positive behavior and resolve issues in ways that help students learn from mistakes. When discipline is necessary, the school follows Massachusetts laws, which outline student rights and steps for different levels of consequences. The statutory due process requirements for such consequences are detailed in Appendix A.

Classroom and School-Based Consequences
Teachers and administrators may use warnings, loss of privileges, detentions, or restorative practices. These consequences may require a formal hearing but families will be notified if patterns of behavior emerge.

Alternatives to Suspension
Prior to issuing exclusionary discipline, such as suspension, the Principal or their designee shall consider the use of alternatives. The Principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
- specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
- in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.
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Alternative Remedies may include, but shall not be limited to: (1) mediation, (2) conflict resolution, (3) restorative justice, and (4) collaborative problem solving.

This rule shall not apply to disciplinary offenses under MGL Ch. 71, Section 37H and Section 37H1/2 or emergency removals.

In-School Suspension
In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the

student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident.

Short-Term Suspension (10 days or fewer)
Before a suspension, the principal will hold a meeting with the student and parent/guardian. Families will receive written notice describing the charges, evidence, and proposed consequences. The student and parent/guardian have the right to share information before a decision is made. The principal will provide a written decision, and the parent/guardian may appeal to the superintendent.

Long-Term Suspension (more than 10 days, up to 90 school days)
The principal will hold a formal hearing, with advance written notice of the charges and rights. Students have the right to be represented by a parent/guardian or other adult, to present evidence, and to question witnesses. After the hearing, the principal will issue a written decision. Families may appeal the decision to the superintendent, whose ruling is final.

Emergency Removal
A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.

Suspension or Expulsion Related to a Felony Charge or Delinquency Complaint
Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Expulsion for Statutory Offenses (permanent removal from school)
By law, expulsion may only occur in limited circumstances (weapons, drugs, assault on staff, or felony charges/convictions). Expulsions require a formal hearing with due process protections. Families have the right to appeal an expulsion to the superintendent (for felony cases) or to the school committee (for 37H cases).

Appeal Process
Appeals must be requested in writing within five calendar days of the decision. The superintendent or school committee will schedule a hearing promptly and issue a written decision. We encourage families to reach out to the school office with questions about discipline procedures, rights, or supports available for students.

Violation of Another's Civil Rights

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

Inappropriate Social Contact

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

Physical Assault

One-sided attack: possible long-term suspension. Assault with a weapon: possible long-term suspension. Additionally, the student will be subject to possible long-term suspension or expulsion by the Principal for possession of a "dangerous weapon" pursuant to M.G.L. c. 71, sec. 37H. In the case of a physical assault, the Dover Police Department may be contacted,and if the case involves possession or use of a dangerous weapon, a weapons report will be filed pursuant to M.G.L. c. 71, sec. 37L. A physical assault on school personnel will result in a possible suspension with the possibility of expulsion by the Principal pursuant to M.G.L. c. 71,sec. 37H.

Fighting

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

S*ubsequent offenses:* a possible five (5) to ten (10) day suspension (administrative decision). Police may be notified of all occasions of fighting, and charges may be brought for disturbance of a public assembly and disorderly conduct. The School Committee will be notified. Any student involved in a fight who fails to cease or desist at the request or intervention by a staff member may be suspended for five (5) to ten (10) days (administrative decision). Any student who strikes or causes bodily harm or injury to a staff member who is attempting to intervene will be considered to have physically assaulted the staff member and will be subject to expulsion by the Principal under c.71, sec. 37H.

Provoking a Fight

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

Alcohol and Other Drug Policy

The Dover-Sherborn Public Schools strive to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any

individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity is prohibited.

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

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

Sanctions for Violations of the Alcohol and Other Drug Policy:
Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in Dover-Sherborn Regional Schools follow the guidelines as outlined in M.G.L. c.94C. Massachusetts Chapter 94C, known as the Controlled Substances Act, is the state law that regulates the manufacture, distribution, dispensing, possession, and use of controlled substances within Massachusetts. It classifies drugs into five schedules (highly addictive substances, marijuana, prescription drugs, alcohol, etc) based on their potential for abuse and accepted medical use, mirroring the federal system. The law establishes penalties for unlawful possession, trafficking, and distribution, with enhanced consequences for offenses involving minors, schools, or large quantities. It also governs prescriptions, record-keeping by pharmacies and healthcare providers, and allows for certain exceptions, such as medical use under specific regulations. The act aims to balance public safety with legitimate medical and scientific needs.

Depending on the offense committed, students are subjected to school-based disciplinary action that can range from a removal from school programs, to a multi-day suspension, and in some offenses expulsion from school.

Disciplinary Behaviors/Offenses

Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parent/caregiver a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions. In addition whenever possible and appropriate a restorative approach will also be applied.

Below is a list of potential behavior and resulting consequences. Consequences will escalate if behavior is repeated. Please note that this is only a partial list. Any behavior that is dangerous or harmful to our school community will be addressed as such.

Investigation

Interviews and Searches

Under Dover Sherborn School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law. Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

Video Camera Use
Video cameras may be in use in some public areas of school property, such as hallways, the gymnasium, cafeteria and exterior locations of the school building. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system.

Protocols related to camera use are:

- Live monitoring may be utilized at any time, particularly during any emergency protocol or situation.
- In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer, or superintendent (or designee) may view the electronic file captured by the web-based camera system.
- A notice that video surveillance may take place on school property will be posted at the main entrance. The principal also has the option of posting such notices at other locations in the building, at their discretion.

Types of Infractions

Minor Infractions
For minor infractions students are generally required to meet with a teacher or administrator which may lead to a restorative practice response or result in detention, loss of privileges and/or parent/caregiver notification. Restorative Practices or detentions may occur during lunch, after school, afternoon of early release days, or other agreed-upon times at the discretion of the administration.

Minor infractions may include the following:

- Discipline referrals from faculty or staff
- Violations and/or disregard of the school policies
- Behavior in the corridors, cafeteria, bus and common areas, which does not adhere to the established expectations for conduct
- Tardiness/Truancy/Cutting of class
- Violation of the electronic devices expectations for the school
- Bringing inappropriate non-school-related items to school
- Knowingly making false claims
- Profanity/inappropriate language
- *Dress Code violations*

Major Infractions

Infractions of the nature described in the following examples will result in disciplinary action which could include short-term or long-term suspensions (up to 90 days). Should any of the aforementioned infractions rise to a higher degree, they may be identified as a major infraction.The administration will determine the consequences for major infractions of the Code of Discipline.

Major infractions may include the following:

- Repeated minor infractions or habitual disregard of school policies
- Behavior that is dangerous to self or others, destructive to property, or disruptive to the learning environment.
- Destruction or defacement of school property (ie: Vandalism)
- Unsafe physical behavior/ aggression
- Disorderly conduct/ disruptive behavior to the learning environment
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Threats or intimidation to any student or school department personnel
- Safety Threats/ false alarms
- Fire setting/ arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other drugs (See also, M.G.L. ch. 71, §37H at page 38)
- Theft
- Violations of the District's Policy Prohibiting Hazing
- Violations of the District's Policy Prohibiting Bullying, including cyber bullying, and/or retaliation
- Use of slurs, hate speech, or derogatory language referencing gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability

<u>Consequences</u>

Depending on the offense committed, students are subjected to school-based disciplinary action that can range from a removal from school programs to a multi-day suspension. In some offenses, this may result in expulsion from school.

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

<u>Key Protections for Students with IEPs or 504 Plans</u>

Manifestation Determination Review (MDR)

If a student with an IEP or 504 Plan is suspended or removed from school for more than 10 school days in a school year, the school must hold a Manifestation Determination Review meeting. The team

will determine whether the behavior was caused by, or had a direct and substantial relationship to, the student's disability, or if the behavior resulted from the school's failure to follow the IEP.

Continuation of Services
Even if a student with a disability is suspended or expelled, schools must continue to provide educational services that allow the student to make progress in the general curriculum and toward IEP goals.

Change in Placement
If a disciplinary removal lasts more than 10 consecutive days, or a series of removals constitutes a pattern, it may be considered a change in placement, requiring full procedural safeguards and team input.

Interim Alternative Educational Setting (IAES)
In cases involving weapons, drugs, or serious bodily injury, schools may place a student in an alternative setting for up to 45 school days, even if the behavior is determined to be related to the disability. The team determines the IAES.

Discipline and Students Not Yet Found Eligible
If a student hasn't yet been found eligible for special education but the school had knowledge that the student might have a disability, similar protections may apply. This includes situations where parents have made a written referral, requested an evaluation, or expressed concerns to staff. 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. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

<u>Educational Services Plan</u>

Ability to Make Progress
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 his or her 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.

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

Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

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, 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.

The school's educational service plan options are:

A. Online course enrollment; or
B. Tutoring with coursework provided by the student's classes; or
C. A combination of both A and B.

Please contact the building Principal in order to learn more about the available options and arrange for educational services. The Student's attendance in educational services and academic progress will be tracked by the District during the period of removal.

If the student is eligible for special education, please contact the Special Education Department or the Special Education administrator listed on the Student's IEP in order to arrange for the provision of any special education services the student's IEP Team has determined the student requires in order to make educational progress during the disciplinary removal.

Appendix A.

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension, the school shall provide the student and parent/guardian with written and oral notice of the proposed out of school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

<u>Principals Hearing</u>

The purpose of the hearing with the principal 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts.

A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination.

If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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 purpose of the hearing with the principal 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, 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 and or parent's/guardian's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and;
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. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, 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 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 a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
5. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

Appeal of Long-Term Suspension

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property,

or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

In-School Suspension

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal 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. The principal 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 a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

Suspension or Expulsion for Disciplinary Offenses under MGL Ch. 71, Sections 37H & 37H1/2

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, Possession of a controlled substance, or Assault of staff, MGL Ch. 71, Section 37H

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion.

A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint, MGL Ch. 71, Section 37H ½

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony

Guilt or Delinquency, MGL Ch. 71, Section 37 H ½

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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