

Pembroke High School

80 Learning Lane
Pembroke, MA 02359



Student Handbook

2025-26

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INTRODUCTION

The Pembroke High School administration reserves the right to establish fair and reasonable rules and regulations for circumstances that may require actions that are not covered in this handbook. In all cases, rules, regulations, and possible consequences shall be as consistent as possible with previously established rules, regulations, and consequences for similar incidents. Matters omitted from this handbook should not be interpreted as a limitation to the scope of the school's responsibility and, therefore, the school's authority in dealing with any type of infraction that may not be in the best interest of safety and welfare of our students.

The Pembroke Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Pembroke Public Schools prohibits discrimination on the basis of race, color, sex, gender, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and course of study. These rules and policies apply to any student that is on school property, that is in attendance at school, or any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, students, and staff.

Message from the Administrators

Our handbook contains helpful and important information. We ask you to read it thoroughly and thoughtfully. These guidelines are written in order to create an environment that is safe, secure, and conducive to learning. The expectations for behavior written in our *Code of Conduct* are based on the essential value of respecting the rights and dignity of one another. Our school will be an outstanding community when we all demonstrate respectful and responsible behavior. Our talented, dedicated staff looks forward to working with you to realize your potential as students and as citizens of Pembroke and the world community.

Your high school years offer a myriad of opportunities to discover your unique talents and gifts. In addition to excelling in your academic pursuits, you are encouraged to explore the variety of clubs, organizations, and teams that exist at Pembroke High School. Perhaps you may want to be a part of an athletic team, work on the drama productions, or write for the school newspaper. Extracurricular activities will help you discover who you are or, more importantly, who you might become. The friendships you make and the experiences you have will give you a lifetime of memories. Become involved in your school!

High school is unlike any other time in your life. Study hard, challenge yourself,

set high goals, and enjoy your high school experience. The staff at Pembroke High School is eager to help you on your journey. Please ask for our assistance. We, along with your parents, take great pride in your successes. Along with the faculty and staff, we wish you an exciting and successful year. Remember that you are now helping to create a tradition of excellence at Pembroke High School.

Sincerely,
Marc Talbot
Principal

David Rix
Assistant Principal

Kristen Kelley
Assistant Principal

Brian Phillips
Athletics Director

Civil Rights Laws/District Coordinator Information

All programs, activities and employment opportunities provided by the Pembroke Public Schools are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

<p>Title VI: Title VI of the Civil Rights Act of 1964 Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d <i>et seq.</i>; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at https://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html)</p> <p style="text-align: center;">Coordinators</p> <table border="0"> <tr> <td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</td> <td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115</td> </tr> </table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115	<p>Section 504: Section 504 of the Rehabilitation Act of 1973 Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at https://www2.ed.gov/about/offices/list/ocr/504faq.html#interrelationship).</p> <p style="text-align: center;">Coordinator</p> <p>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</p>
Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115		
<p>Title IX: Title IX of the Education Amendments of 1972 Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR Part 106 (available at https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html).</p> <p style="text-align: center;">Coordinators</p> <table border="0"> <tr> <td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</td> <td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115</td> </tr> </table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115	<p>IDEA 2004: the Individuals with Disabilities Education Act of 2004 Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR 300 (available at https://sites.ed.gov/idea/#).</p> <p style="text-align: center;">Coordinator</p> <p>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</p>
Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115		
<p>Title II: Title II of the Americans with Disabilities Act of 1990 Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 <i>et seq.</i>; regulations have been promulgated under it at 28 CFR Part 35 (available at https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/disability.html)</p> <p style="text-align: center;">Coordinators</p> <table border="0"> <tr> <td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</td> <td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115</td> </tr> </table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115	<p>The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001 Part of the federal No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness and requires school districts to adapt to a new set of requirements regarding the education of this needy at-risk population. Information on this act is available in the Massachusetts Department of Education’s Homeless Education Advisories at https://www2.ed.gov/policy/elsec/guid/secletter/160726.html</p> <p style="text-align: center;">Coordinator</p> <p>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</p>
Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115		

PORTRAIT OF A PEMBROKE TITAN GRADUATE

EMPOWERED LEARNERS

- Demonstrate curiosity, flexibility and openness to exploring new ideas
- Understand the bigger picture and propose solutions that may include risk-taking
- Demonstrate resilience and a growth mindset despite difficulty, embracing the idea that failure is a part of success and continue to move forward
- Set goals, effectively plan, execute, and meet deadlines
- Think critically to analyze information and apply their skills in different contexts

EFFECTIVE COMMUNICATORS

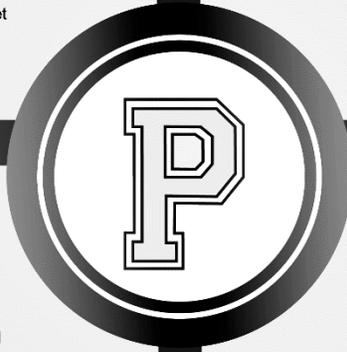
- Articulate informed viewpoints across multiple mediums
- Engage in respectful discourse on points of disagreement
- Use communication to inform, instruct, motivate, and persuade
 - Demonstrate active listening skills by paying close attention, asking clarifying questions, and rephrasing to ensure understanding
 - Select appropriate technology and resources to create, communicate and connect

COLLABORATORS

- Demonstrate ability to build positive relationships while working effectively and respectfully with others on shared tasks
- Exercise adaptability and willingness to be helpful by including other people's ideas and perspectives
- Assume shared responsibility for collaborative work

ENGAGED CITIZENS

- Actively participate in various communities through civic engagement
- Adapt to constantly evolving technology and integrate it appropriately into daily life
- Use appropriate tools to consume, innovate, communicate, and connect
- Embrace diversity and leverage their power to advocate for those in need



Core Beliefs and Values

The Pembroke Public Schools strive to provide a safe, respectful and supportive learning environment in which all students can thrive and succeed in its schools. The Pembroke Public Schools prohibits discrimination on the basis of race, color, sex, gender, gender identity, religion, national origin or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and course of study.

Our efforts include the following:

- Promotion of good citizenship and character;
- Discussion of safety issues openly;
- Meaningful family involvement;
- Promotion of academic success for all children;
- Development of links to the community;
- Emphasis on positive relationships between students and staff;
- Identification and referral of problems for solutions;
- Helping children to identify and express feelings safely;
- Treating students with respect.

OUR CORE BELIEFS

We believe:

- In creating and maintaining safe and inviting schools.
- All children can learn and may demonstrate learning in different ways.
- Every student should contribute to our democratic society and the global community.
- In making decisions and acting in the best interest of students.
- Every member of the school community should be valued and respected.
- In a school community that is ethical, civil, and respectful of individual differences.
- In strong civic, business, and community partnerships that support student achievement.

Our Goals for All Children

To the best of their abilities, all students will:

- read for understanding and enjoyment;
- communicate effectively through speaking, writing, and listening;
- use mathematics as a practical as well as a theoretical tool;
- make decisions based on a sound rationale;
- develop skills, attitudes, and knowledge that foster physical health;
- respect integrity, hard work and the rights and values of others;
- develop their skills, sensitivity and imagination through the arts;
- acquire a basic knowledge of scientific concepts and apply them to the environment;
- respect and appreciate other people and their ways of living;
- develop a respect for and pride in the school and community;
- know and appreciate their own worth, ability and potential and accept their limitations and develop pride in their personal achievements; 5
- develop a capacity for self-discipline in work, study and play.

The schools

The schools will:

- recognize the emotional, social, intellectual, and physical needs of each child;
- provide enrichment or remediation;
- provide opportunities that promote positive self-image;
- maintain and encourage meaningful communication and participation among parents, school, and community;
- provide opportunities for the staff to remain knowledgeable of educational research and learning;
- provide an environment which supports the objectives of the school;
- foster knowledge, habits and attitudes that promote good health and safety.

Academic Expectations

Students will:

A1. Read actively and critically for a variety of purposes.

A2. Write with clarity, purpose, and consideration of audience.

A3. Identify, analyze, and solve problems using a variety of strategies. A4. Present information with clarity, purpose, and consideration.

A5. Utilize appropriate resources and current technology. A6. Work effectively both independently and collaboratively.

Social and Civic Expectations

Students will:

SC1. Exercise leadership and responsibility by contributing to a school environment that promotes teamwork, goal setting and good sportsmanship.

SC2. Be productive and collaborative contributors to group efforts in service, employment, and life experiences.

SC3. Develop skills, competencies, and qualities to succeed personally and professionally in a globally competitive information age.

SC4. Respect human differences and appreciate global perspectives. SC5. Demonstrate personal, social, and civic responsibility.

“EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE”

-W.B. Yeats

All students are responsible for adhering to the current rules and regulations set forth by the Commonwealth of Massachusetts.

Student Rights and Responsibilities

- To meet all your academic obligations to the very best of your abilities
- To be treated with respect by all members of the school
- To treat all members of the school community, both pupils and staff, with respect
- To be personally safe
- To help make the school a safe environment for all students
- To do your schoolwork in clean surroundings and to help keep the school a clean place for everyone
- To express yourself in a manner that will not cause

- disruption, disturbance, or embarrassment to others
- To know and understand individual classroom and school-wide discipline policies and to avoid behaviors which would be violations of these behavioral expectations
 - To access PowerSchool and obtain recent reports on progress

Parent Rights and Responsibilities

- To treat all members of the school community, both pupils and staff, with respect
- To be treated with respect by all members of the school community
- To help make the school a safe environment for all students
- To expect an appropriate education for their child
- To express their opinion
- To inspect all portions of their child's records
- To expect fair application of all school-wide policies
- To actively participate in their child's education
- To access PowerSchool and be aware of current grades and potential missing work

Pembroke Public Schools Listing

School Website:

<http://phs.pembrokek12.org/pages/PembrokeHS>

School Committee Members:

Chairperson:

David Boyle

Vice Chairperson:

Allison Glennon

Clerk: Katrina

Scarsciotti

Members: Susan Bollinger, Katrina Delaney

Office of the Superintendent:

781-829-0832

Erin Obey,

Superintendent

[erin.obey@pembr](mailto:erin.obey@pembrokek12.org)

[okek12.org](http://pembrokek12.org)

Marybeth Brust, Assistant Superintendent for Curriculum & Instruction

marybeth.brust@pembrokek12.org

Office of Student Services:

781-826-

8740

Jessica DeLorenzo, Director Student Services

jessica.delorenzo@pembrokek12.org

Pembroke High School Principal

781-293-

9281

Marc Talbot

marc.talbot@pembrokek12.org

Assistant Principals:

David Rix – grades 10

and 12

[david.rix@pembrokek](mailto:david.rix@pembrokek12.org)

[12.org](http://pembrokek12.org)

Kristen Kelley –

grades 9 and 11

kristen.kelley@pembrokek12.org

Office of Teaching and Learning:

Saviz Safizadeh, World Language Supervisor, 7-12

saviz.safizadeh@pembrokek12.org

Jonathan Shapiro, STEM (Math and Science)

Supervisor, K-12 jonathan.shapiro@pembrokek12.org

Mark Galligan, Humanities Supervisor (ELA and Social

Studies), K-12 mark.galligan@pembrokek12.org

Gwynne Chapman, Director of Fine and Performing Arts, K-12

gwynne.chapman@pembrokek12.org

Psychologist & Special Education Team Chair:

Meghan Collum

meghan.collum@pembrokek12.org

Guidance Department:

781-293-4023

Holly Gerety, Social Worker

holly.gerety@pembrokek12.org

Rachel McGowan, Social Worker

rachel.mcgowan@pembrokek12.org

Robin Conathan, Lead Counselor

robin.conathan@pembrokek12.org

James Shannon

james.shannon@pembrokek12.org

Devan Martin

Devan.martin@pembrokek12.org

Director of Athletics:

781-293-3973

Brian Phillips

brian.phillips@pembrokek12.org

Academic Information

Students at Pembroke High School are expected to give priority to academic achievement and to assume responsibility for the content of each course. Teachers design lessons that meet the diverse needs of students to maximize student learning. Teachers base their instruction on Massachusetts State Frameworks, departmental objectives, and high standards of scholarship in their respective fields.

Expectations for Student Learning

Students will:

- A1. Read actively and critically for a variety of purposes.
- A2. Write with clarity, purpose, and consideration of audience.
- A3. Identify, analyze, and solve problems using a variety of strategies.
- A4. Present information with clarity, purpose, and consideration.
- A5. Utilize appropriate resources and current technology.
- A6. Work effectively both independently and collaboratively.

Minimum Course Obligations

All students must enroll in a minimum of six (6) courses per semester (24 total credit/year) and may not select more than one study per semester. For each full year course that a student passes, four (4) credits are awarded. For each semester course that a student passes, two (2) credits are earned.

Note: students that exceed the number of unexcused absences in a class permitted by our Minimum Attendance Policy will not earn credit in that class, even if the student passes the class for the year. Students will need to take a credit recovery course for that same course to regain the credit missed.

Graduation Requirements

To receive a Pembroke High School diploma, students must meet all graduation requirements.

All students must successfully complete:

<u>Courses:</u>	<u>Credits:</u>
Four Years of English	16
Four Years of Mathematics	16
Three Years of Social Studies	12
Three Years of Science	12**

Four Years (semesters) of Wellness Education	8***
Two years of a World Language <i>(beginning with the Class of 2029)</i>	8
One semester of Visual or Performing Arts <i>(beginning with the Class of 2029)</i>	2

* Students must pass one year of World History and two years of U.S. History. (AP World fulfills 1 year of US History requirement)

** Students must pass Biology and either Chemistry or Physics

***Please refer to our Program of Studies (Chapter Nine – Wellness) for more information

[Our Program of Studies can be accessed by visiting our school's website and clicking the Guidance Department tab or by clicking here](#)

Service Learning: A minimum of 40 hours over four years. Consult Guidance Department for Service-Learning options. The expectation is that students should complete a minimum of 10 hours of community service per year.

Massachusetts Comprehensive Assessment System

Although the MCAS exam is no longer being used to determine competency for graduation, Massachusetts State law requires districts to administer MCAS tests; thus, participation in statewide assessments is required of all students enrolled in Pembroke Public Schools in the relevant grade levels. The state assessments provide important feedback to families, educators, administrators, and state policymakers as to where schools are succeeding and where schools and districts need to enhance their efforts.

Furthermore, district and school accountability, as defined by the state of Massachusetts, will still be based on a formula of factors which include individual student MCAS scores, student MCAS participation, and general student attendance during the school year. This means that our student's daily attendance, MCAS scores, and participation rates still matter. Eligibility for [The Abigail Adams scholarship](#) continues to be based on individual student's MCAS achievement as well.

Certificate of Attainment and Competency Determination

The Competency Determination at Pembroke High School shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies, and knowledge in these areas by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the

MCAS high school tests administered in 2023, and in any additional areas determined by the board.

Competency Determination will be based on completing coursework equivalent to mastering the concepts and skills in:

- Grade 10 English
- Algebra I & Geometry
- One of the following science courses: Biology, Chemistry, or Physics

Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or a DESE appeal process have earned their competency determination.

If a student transfers into Pembroke High School at any point during their high school career, a transcript review will be conducted to ensure that the coursework from the previous school is aligned with PHS coursework for the CD and graduation requirements. The Principal shall be the arbiter for all final decisions.

Please note that the school and district may make additional changes to these requirements as further guidance is provided by the Board of Elementary and Secondary Education (BESE) and The Department of Elementary and Secondary Education (DESE) becomes available.

Seniors That Do Not Meet Graduation Requirements

Seniors that have not fulfilled the academic requirements by the last day of Quarter 4 may not participate in graduation. The school assumes the responsibility to communicate with senior students and their parents/caregivers regarding academic situations that might jeopardize their graduation.

In addition to phone calls and parent/caregivers/ teacher/ counselor conferences, communication will occur at each midterm point through progress reports and at the end of a quarter by a report card. Students are encouraged to ask questions of teachers and guidance counselors if they are unsure of their graduation status. Student grades and progress toward graduation can be found on the PowerSchool parent portal or by contacting the PHS Guidance Department.

Students that attend Pembroke High School for four (4) years and do not fulfill graduation requirements may still earn a diploma. A plan to satisfy the requirements will be developed in consultation with a guidance counselor and the principal or his/her designee. If a student does not graduate with his/her class in June, all credits needed must be completed by December 31st of that calendar year to be considered a member of the June graduating class.

Schedule Changes – Placement Review Process

Once school begins in August, no changes in a schedule will be made prior to first term progress reports. This allows all stakeholders enough time to conduct a thorough placement review to see if, despite a student's best efforts, success in a class will not be possible.

Requests to review placement, which can be initiated by contacting a student's guidance counselor, can occur at the request of the teacher or of the student and family once grades close for progress reports. Then, input is solicited from the teacher, the student and family, content supervisors, and building administrators, all of whom must sign off as participants in the review process. The key, determining factor in establishing that a student has, indeed, been misplaced in a class is the degree to which the student is doing everything possible to be successful in a class. This includes but is not limited to completing all assignments in a timely and earnest manner and staying for extra help on a consistent basis. If all stakeholders agree that this is the case and that the student is still not meeting success despite those efforts, then the schedule change can occur.

For half-year courses, the window to review placement will be closed after first quarter progress reports. If no change is made at that time, the student's placement in all classes will be considered permanent. For full-year courses, a similar placement review can begin on the day grades close for the first quarter. If a change of placement is not made at that time, the student's schedule will be considered final. These deadlines are established so that a student has sufficient time to enroll in a different course and earn a credible grade.

Because the master schedule, teacher workload, and class sizes are all based on the course selection process in the spring, changes to the schedule in the fall are difficult to accommodate. For that reason, the only manner by which a student's schedule will be changed is by the placement review process described above. Requests to change because a student dislikes a course, has underestimated course expectations, has a change of mind, has a preference to have/not have a particular teacher, or wants an easier class simply cannot be honored.

Withdrawal from a Course

On rare occasion, a student will be allowed to withdraw from a course after Placement Review and not replace the course with another academic course. In such cases, a student will be placed in a study hall (provided he or she is not already enrolled in one) and receive a "W" on his or her final transcript for the course from which the student has withdrawn. Partial credit will not be awarded for classes not successfully completed. As a reminder, all students

must be enrolled in a minimum of six (6) courses per semester.

Level Changes during the School Year

The Placement Review process described above will also be applied to requests to change a level in a specific course. However, a request to change a level can, on occasion, occur after the guidelines described above have passed. Such decisions will be made on a case-by-case basis and only after careful consultation with the student and family, teacher, guidance counselor, content supervisor, and appropriate building administrator.

If a student receives an A or B at a particular level and is considering a move to a higher academic level, the counselor and student and family should review the criteria for that higher level very carefully so that all stakeholders understand the commitment involved in moving to a higher academic level. Other criteria such as test scores, standardized testing information, previous grades and levels, and a teacher's recommendation are also considered.

If a level change, either up or down, is required for a student during the school year, he/she will carry the letter grade earned from the previous level to the new level, which will be factored into the final grade average.

Midyear and Final Exams

Midyear and final exams are given to assess the quality of a student's understanding in a course and to help teachers make adjustments to practice moving forward. They are usually given on a departmental basis, with teachers putting a great deal of time and effort into preparing them and analyzing the results. Midyears and finals together count 20% of the final grade. To preserve the academic integrity of midyear or final exams and to give them the priority that they deserve, students are required to take exams at the assigned time.

Only students with an excused absence will be allowed to make up exams. Students and families should see the section entitled "Attendance" to gain an understanding of what qualifies as an excused absence. Families should note that family vacations, athletic camps, summer jobs, and service projects do not qualify as excused absence. While those endeavors are extremely valuable, for two weeks of the year (midyears in January and finals in June), we are asking that academics take priority, even over those most worthwhile experiences.

Thus, families should take note of the school calendar and plan accordingly. Given the unpredictable winters of New England, families should also account for potential snow days extending the school year. The district calendar makes note of the "185th" day of the year.

Students and families should adhere to the following guidelines during exam week:

1. Parents are urged to call the main office on the morning of an exam to speak to an administrator if their child is too ill to come to school.
2. In the event of an existing appointment, parents and students should contact the main office in advance to arrange for make-up details.
3. Once an excused absence has been established, the student must make arrangements with an administrator to make up the exam, with the expectation that it be made up on the day of the student's return to school. This may encompass taking a final exam after the close of school in June.
4. Any unexcused absence from school during an exam will result in the student receiving a zero on that exam.

Advanced Placement Courses

The requirements and curriculum at this level are determined by the College Board. All courses are designed to challenge students that are academically ready, diligent, highly motivated, and able to move beyond the standards of a high school honors curriculum to those of a college level survey course. These courses involve considerable enrichment and acceleration, as well as extensive independent and long-term assignments. The College Board estimates 8-10 hours of homework per week, per AP course.

Prior to the close of the school year, students electing to take an AP course will meet with teachers to discuss standards and expectations for each AP course. This meeting will include an overview of the course content expectations regarding summer work, and a family contract signed by students and parents acknowledging those expectations.

Advanced Placement Exams

Students that are enrolled in an advanced placement course are required to take the Advanced Placement Exam, at their expense, in the spring. Some colleges will grant college credit, advanced course placement, or advanced standing to students that obtain top scores on an Advanced Placement Exam. The Advanced Placement Exams are administered during the first two weeks in May at Pembroke High School.

Grading System

The grading system of Pembroke High School records and reports the teachers' assessment of student achievement. Teachers will provide course expectations, a grading policy, and rubrics. Grades are generally based upon a variety of assessments, such as: tests, quizzes, essays, final exams, homework

assignments, final projects, and classroom participation.

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Weighted Grade Point Average

A weighted grade point average will be calculated for Pembroke High School students. All Pembroke High School courses will be included in the grade point average. The report card will include the student’s quarter GPA and cumulative GPA.

The grade point average is calculated by converting grades to their corresponding numerical equivalent according to the chart below:

GRADE	AP	HONORS	CP I	CP II
A+	5.3	4.8	4.3	4.05
A	5.0	4.5	4.0	3.75
A-	4.7	4.2	3.7	3.45
B+	4.3	3.8	3.3	3.05
B	4.0	3.5	3.0	2.75
B-	3.7	3.2	2.7	2.45
C+	3.3	2.8	2.3	2.05
C	3.0	2.5	2.0	1.75
C-	2.7	2.2	1.7	1.45
D+	2.3	1.8	1.3	1.05
D	2.0	1.5	1.0	.75
D-	1.7	1.2	0.7	.45
F	0.0	0.0	0.0	0.0

National Honor Society Eligibility and Requirements

Membership in Pembroke’s Chapter of the National Honor Society is bestowed upon students in grades 11 and 12 that demonstrate outstanding scholarship, character, leadership, and service. In keeping with the national minimum standard for scholarship, beginning with the Class of 2020, students will be required to have a minimum 85 (3.7 weighted GPA) for consideration and must maintain that minimum throughout the term of membership. Students that meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in the areas of character, leadership, and service.

Leadership -- The student that exercises leadership:

- ◆ Demonstrates leadership in the classroom, at work, and in school or community activities
- ◆ Demonstrates leadership in promoting school activities
- ◆ Exercises influence on peers in upholding school ideals
- ◆ Contributes ideas that improve the civic life of the school
- ◆ Is able to delegate responsibilities
- ◆ Exemplifies positive attitudes
- ◆ Inspires positive behavior in others
- ◆ Demonstrates academic initiative
- ◆ Successfully holds school offices or positions of responsibility, conducting business efficiently and effectively, and demonstrates reliability and dependability

Service -- The student that serves:

- ◆ Participates in some outside activity: Girl Scouts; Boy Scouts; church groups; volunteer services for the aged, poor, or disadvantaged; family duties
- ◆ Volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- ◆ Works well with others and is willing to take on difficult or inconspicuous responsibilities
- ◆ Is willing to represent the class or school in inter-class and inter-scholastic competition
- ◆ Completes committee and staff work with a positive spirit
- ◆ Shows courtesy by assisting visitors, teachers, and fellow students

Character -- The student that demonstrates character:

- ◆ Upholds principles of morality and ethics
- ◆ Takes criticism willingly and accepts recommendations graciously
- ◆ Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- ◆ Demonstrates the highest standards of honesty and reliability
- ◆ Shows courtesy, concern, and respect for others
- ◆ Observes instructions and rules, punctuality, and faithfulness both inside and outside of the classroom
- ◆ Has powers of concentration and sustained attention as shown by perseverance and application to studies.

Involvement in the National Honor Society is a year-long commitment. Thus, students that violate the Student Code of Conduct, including the Chemical

Health Rule established under “Guidelines for participation Co- and Extra-Curricular Activities” and in the Athletic Handbook, jeopardize eligibility for NHS, or risk exclusion from NHS once inducted. Candidates and members are expected to uphold their commitment to honor outside of the school day/calendar.

Freshman Grading for First Semester

Because PHS recognizes the challenging transition from middle school to high school, freshmen students will not receive a cumulative grade below 50 for the first or second quarter of the first semester. Freshmen will be subject to the grading system outlined above for the remainder of their enrollment at PHS.

Honor Roll Requirements

The Honor Roll is published at the conclusion of each of the four quarters. It is computed on quarter grades only.

High Honors: To be on the high honor roll, a student must receive an A- or better in all subjects.

Honors: To be on the honor roll, a student must receive a B- or better in all subjects.

Valedictorian, Salutatorian, and Class Orators

The valedictorian and salutatorian of each graduating class will be determined by students’ weighted grade point averages. The valedictorian and salutatorian grade point averages (GPA) will be calculated at the close of 4th quarter, senior year. To be eligible for either valedictorian or salutatorian, a graduating senior must have been enrolled at Pembroke High School for a minimum of four semesters. The valedictorian and salutatorian will each be given the opportunity to speak at graduation.

All seniors are given the opportunity to speak at the Graduation Ceremony. Every member of the senior class is eligible to compete for this honor. A committee is formed each spring to select the Orators.

While PHS has the utmost respect for the abilities of our students, all students giving speeches at graduation must work with an English teacher when developing and practicing their speech. This is to ensure an outstanding finished product. Additionally, a final copy of each speech must be submitted to the principal at least 48 hours prior to graduation exercises.

Credit Recovery

In the event that a student does not earn credit (failing grade, attendance) for a course, he or she may recover that credit through a variety of means. The

most common way is for the student to take the same course through an accredited summer school program, including those programs offered in a virtual (online) environment. However, the student needs to have earned a grade of at least a 50 in that course to be eligible to earn credit through credit recovery.

Towards the end of each school year, the guidance counselors send home a list of accredited credit recovery offerings from which our students can choose. If students wish to recover credit outside of any of these offerings, they must obtain the approval of their guidance counselor prior to registering for any course. They can obtain the permission form in the Guidance Office.

The grade earned during the academic year, as well as the summer school grade, will remain on the transcript. However, the grade earned through credit recovery will not be factored into a students' GPA.

A maximum of sixteen (16) credits earned through credit recovery over a 4-year period may be applied toward the total credits needed for graduation. Any exception to the above must be approved by the principal. (Please see SC policy IHCA)

Independent Study

When possible, senior students may enrich their educational program by designing a sound proposal for an Independent Study project and enlisting the interest of a faculty member, who will act as the student's mentor and project evaluator. Independent Study is reserved for projects and programs not currently offered at Pembroke High School. Students that are highly motivated and capable of sustaining independent work may apply for an Independent Study program of two (2) to four (4) credits if they meet the following guidelines:

1. Students must submit a detailed plan as to the learning goals of the independent study project, a schedule and timeline for completion of portions of the project, the resources to be utilized, and a description of the final product.
2. A faculty mentor, who has committed to supervising the independent project, will be identified to work with the student and together they will design a contract to meet the requirements of the study plan.
3. The principal will have final approval of the contract documentation submitted by the student.
4. A copy of a signed contract with clear expectations and approvals must be filed in guidance.
5. Students in Independent Studies will receive letter grades each term from their faculty advisor and the Independent Study will be

weighted as a college prep course.

6. Independent Studies that are focused on Advanced Placement curricula not offered at PHS will receive honors credit upon successful completion of the AP exam. Students are required to take the AP exam to receive honors credit for their independent study.

Minimum Course Requirements

All students must enroll in 24 credits. For each full year course passed, a student will earn 4 credits. For each semester course passed, a student will earn 2 credits.

Dual Enrollment

The Dual enrollment program was authorized in the Education Reform Act of 1993 as an enrichment program that allows qualified high school juniors and seniors to enroll in courses at neighboring public colleges and receive both high school and college credit. Pembroke High School has a dual enrollment partnership with Bridgewater State University. To qualify for dual enrollment, juniors and seniors should have a GPA of 3.0 or better, be recommended by the high school principal and the guidance counselor or a teacher and have written approval of his/her Parent or Caregiver. Students participating in this program are responsible for costs associated with transportation and books/materials for classes. Grades earned under Dual Enrollment will not be included in the student's grade point average; however, the grade and credit will be reflected on the transcript. Other programs may be available to students based upon need. Please contact your guidance counselor for more information.

Academic Reports

Academic achievement reports are issued to all students eight (8) times during the school year. Four progress reports are issued midway through each quarter, and four (4) academic report cards are issued at the end of each quarter. [Our district calendar, which identifies the dates on which grades close for each term, can be found](#) or by visiting <https://www.pembrokek12.org/students-families/calendars/school-year-printable-calendar>.

PowerSchool

PowerSchool is an on-line communication software program used by the Pembroke Public Schools that maintains all student records and scheduling information. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, parents, and students.

The Student and Parent Portals allow parents and students access to

information including attendance, grades and assignment descriptions, daily announcements, lunch menus and even messages from teachers.

Incomplete Grades

When a grade of incomplete is received at the end of a quarter, all make-up work must be completed within ten (10) school days. A new grade will be issued within two (2) weeks of the date that the completed work is given to the teacher. For any coursework not completed during the allotted time period, the grade will become zero (0).

Credit Status and Promotion

To advance to the next grade level homeroom, a student must earn the following number of credits:

Students must complete 22 credits to be considered a sophomore. Students must complete 44 credits to be considered a junior.

Students must complete 66 credits to be considered a senior.

Students must complete 88 credits to graduate from Pembroke High School.

Classroom Guidelines and Expectations

Teachers are responsible for establishing and discussing their classroom expectations and rules. If these expectations and rules are not followed, teachers will handle unacceptable classroom behavior with verbal warnings, conferences, parental/caregiver contact, classroom detentions, and when appropriate, referral to an administrator. Pembroke High School promotes an environment of mutual respect. If students feel they have been treated with disrespect, they have the right to discuss the issue first with the teacher, then with the appropriate department head, and finally with an administrator in an attempt to rectify the problem.

Extra Help

Students that need help should see their teachers before participating in an athletic or extra- curricular activity. Teachers are available in their classrooms each day for students needing assistance. Teachers will have their designated “late night” posted outside their door and posted on the website

Homework

At the secondary school level, the only homework that is assigned is that which is essential to learning and/or is a necessary extension of the classroom experience. A central goal of any academic endeavor is to develop and foster independent learning, and homework generally provides much of that opportunity.

Individual teachers determine, according to the course requirements, the type, nature, and quantity of individual assignments. Homework varies by subject and task, as does the time required to complete assignments. Consequently, the amount of time allotted to homework is determined by the nature of the assignment and may vary according to the individual teacher's requirements.

Teacher Detention

Teachers may require students to remain after school to address inappropriate student behavior and deter future infractions. A classroom detention is after school time spent with the teacher in whose classroom the misbehavior occurred. Hopefully an understanding will result between the students and the teachers so that the misbehavior will not be repeated.

Teacher detention will be served the day after the infraction so as to provide students and families adequate notice or on another date at the teacher's discretion. Teachers will work with students to schedule around conflicts created medical or other unavoidable appointments. However, work, extra-curricular activities, or social obligations cannot be a reason for rescheduling. Failure to report to a teacher detention will result in further disciplinary action as detailed in the Code of Conduct.

Attendance Procedures

Attendance and School Admission

Students residing in the Town of Pembroke shall attend schools within the Pembroke School System. With written permission of parents/caregivers and approval of the Superintendent of Schools, high school seniors that move out of Pembroke at any time during the second semester of their senior year may finish the year without payment of tuition. For further information, please see School Committee Policy 5.5.

Once residency has been established, no person shall be excluded from or discriminated against in admission to Pembroke Public Schools, or obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation.

Absences – Minimum Attendance Policy

Attendance at school is mandated by state law and is recognized as beneficial for all students beyond the mandated age of attendance desirous of attending. The School Committee, therefore, exercises its responsibility in enforcing and encouraging timely attendance at school. Absence from school is strongly discouraged as it negatively impacts student learning and disrupts the educational process.

As a result, Pembroke High School has established a Minimum Attendance Policy, which makes a distinction between excused and unexcused absences and states that students are not allowed to accrue more than 16 unexcused absences in a full year course and eight (8) unexcused absences in a half-year course.

Students that exceed those unexcused absence totals will receive the grade earned for the class but will not receive credit for the course to be applied to graduation requirements. This means that students will need to take a credit recovery course to meet graduation requirements.

A student's absences may be recorded as excused for one of the following reasons

- A. Medical excuse (with date-specific medical documentation to include date of visit or date of assessment).
 - A readable medical note is required to officially excuse an absence. While we understand the convenience of digital copies or photographs of medical notes, printed paper copies are the preferred format. The district is happy to assist with printing. If you need help printing your medical note, please

contact the PHS Attendance Clerk at PHSattendance@pembrokek12.org.

- We continue to accept medical notes sent directly from the healthcare provider via email or secure fax. Nurse Knisley:
samantha.knisley@pembrokek12.org
 - If the above options do not work due to extenuating circumstances, you can submit a digital copy. If the note is unreadable, you will be required to bring in a paper copy, have the district talk with your provider, or have them send a medical note directly from the healthcare provider via email or secure fax.
- B. Bereavement or serious illness in family (Please call our Attendance Clerk.)
- C. For observance of major religious holidays (Please call our Attendance Clerk.)
- D. Legal matters (with date-specific documentation from the court, lawyer etc.)
- E. College Visits (not during exam weeks) – High school seniors may be excused for up to four days for college visits. High school juniors may have two days excused for college visits during the second semester of their junior year. Students must submit **verification of the visit from the college or university in the form of an official school document (hard copy) with school letterhead, the signature of a school official, and the date(s) that the student attended. Emails confirming the date of a college visit will not suffice, as the documentation must show that the student attended, not that they will attend. While we understand the convenience of digital copies or photographs, printed paper copies are the preferred format. The district is happy to assist with printing. If you need help printing your note, please contact the PHS Attendance Clerk at PHSattendance@pembrokek12.org.**
- F. Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences must be provided to the school principal or designee within ten (10) school days of the absence. Failure to submit documentation within ten (10) school days will result in an unexcused absence.

All other absences (even those authorized by parents) are considered unexcused.

The terms “excused” and “unexcused” absences pertain only to the accumulation of absences for LOSS OF CREDIT (see below). They do not apply to TRUANCY, as parent notification of a student absence meets the requirements for truancy. Parents and students are reminded that there is no consequence for an unexcused absence unless a student exceeds the amount allowed under PHS’s LOSS OF CREDIT procedures (see below).

Absence Notifications

The principal, or designee, monitors attendance using letters and/or meetings

to remind the parents about the importance of attendance; to remind parents of attendance policy; to identify an effective solution to the problem that improves attendance, and address instructional issues raised by the student's absence.

When absence from school becomes necessary, parents should call the attendance line as soon as possible at 781-293-9281. If parents/legal guardians fail to contact school regarding a student's extended absence, the school will contact the parents/guardian via an automated phone call to the phone number listed in the student's records.

The principal, or designee, will notify parents in writing if a student has five (5) or more unexcused absences within the school year. In accordance with provisions of the mandated attendance law, continued absence from school for any reason, or especially absence from school due to truancy, shall be referred to the supervisor of attendance for attention. In extreme situations in which attendance does not improve despite interventions, the school could enlist the support of state agencies to help and support to families (Department of Children and Families, Department of Social Services, Plymouth District Juvenile Court, etc.)

Loss of Credit

Students that exceed the Minimum Attendance Policy (see p. 12) will receive the grade earned in the class but will lose credit in the course. This means that the student will not be able to apply those credits towards graduation requirements and will have to retake the course (or a credit recovery equivalent), placing their timely graduation at risk.

Because absences are communicated to parents through a variety of mediums (phone calls, letters, PowerSchool), students and families are aware of when students are close to losing credit.

However, the Principal or his/her designee will also send warning letters when students are close to exceeding the allowable number of unexcused absences under the Minimum Attendance Policy.

Once a student exceeds more than eight (8) unexcused absences in a half year course and more than 16 unexcused absences in a full year course, the principal or his/her designee will send a Loss of Credit notification home. Within five (5) days of receipt of this letter, students and parents can request a hearing before the principal to consider reinstatement of the credit. Students will need to continue to achieve in class(es) as the credit may be restored after the hearing.

If credit is not restored, students will be required to stay in the course for the remainder of the year, as Pembroke High School understands that there is still a benefit from learning from one's studies.

If credit is not restored as the result of the hearing, students can regain the lost credit by taking a credit recovery course of the same title.

Extended (Medical) Absences

An extended (medical) absence is one where students will be absent for three (3) or more days for medical reasons. In an effort to provide students with every opportunity to remain current in the curriculum, the following guidelines will apply:

1. Parents/Guardians should contact the school nurse so that she is aware of the condition and can help develop a plan to support students upon their return.
2. Parents should also notify the student's guidance counselor, who will serve as a liaison when communicating with teachers and collecting work.
3. For absences that extend to five (5) or more days, the guidance counselor will schedule a re-entry meeting prior to the student's return to school. This meeting will be attended by the student, parent(s), the guidance counselor, an adjustment counselor (if necessary), and an administrator. The purpose of the reentry meeting will be to help identify any concerns and develop a plan to allow the student to transition back to school successfully.

Impending Absences

An impending absence is one where students and parents are aware that the student will not be in school for three (3) or more school days for reasons other than medical ones. To ensure that students absent from school for a prolonged period of time will have the opportunity to fulfill course requirements, the following guidelines will apply:

1. If parents/caregivers know in advance of an impending absence and choose to write a request for work, a week's notice is required to allow adequate time for the preparation of assignments.
2. Parents should contact the student's guidance counselor, who shall serve as the liaison when communicating with teachers and collecting work, if necessary.
3. Any work requested and given during an extended absence will be due on the day the students return to school.
4. If parents/caregivers choose not to request advance work, it is the responsibility of students to make certain that all missed work is completed. The time limit for the submission of school

assignments should be equal to the time absent (i.e., one week absent, one week to make-up work).

NOTE: Notification of an impending absence only explains the absence and does not necessarily excuse them (see p. 12)

Educational Service at Home or in a Hospital

The purpose of educational service at home or in a hospital is to monitor and supervise learning. The financial obligations of tutoring may or may not be paid by Pembroke Public Schools. Students may receive tutoring for absences related to medical issues.

Upon receipt of a physician's written order verifying that a student enrolled in a public school or placed by the public school in a private setting, must remain at home or in a hospital for medical reasons on a day or overnight basis, or any combination of both, and for a period of not less than 14 school days in any school year, the administration (in coordination with the Director of Student Services) shall provide educational services in the home or hospital.

Such services shall be provided with sufficient frequency to allow the student to continue his/her educational program, as long as such services do not interfere with the medical needs of the student. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. A student in a non-public school shall be entitled to home and hospital services when deemed eligible through the special education process. The following process applies:

- Student is eligible for tutoring after 14 consecutive or cumulative days of absence and is referred by a Physician;
- The student's physician must complete a Department of Education form 28R/3, Physician's Statement for Temporary Home, or Hospital Education 603 CMR 28.03(3)(c) and submit it to the student's building administrator or guidance counselor. Forms are available from the Principal's Office;
- At a minimum, the physician's signed notice must include information regarding:
 1. the date the student was admitted to a hospital or was confined to home;
 2. the medical reason(s) for the confinement;
 3. the expected duration of the confinement; and
 4. the medical needs of the student should be considered in planning the home or hospital education services.
- Form must be completed by a physician, including pediatricians, or any other M.D. but will not be accepted from a Ph.D. or Ed.D.
- Student whose medical condition allows for completion of

course work with the assistance of the tutor will receive credit for the course;

The district will assign an appropriate tutor selected from district staff, privately contracted tutors, or an agency. Every attempt will be made to provide tutoring in each subject area. The school district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student.

- The student's guidance counselor will email teachers (cc: Principal, Department Chairs, Director of Special Education) and make requests for assignments.
- Teachers will bring assignments or email to the Guidance Office.
- Tutor will pick up assignments. Parent has the option of picking up assignments also.
- Tutor will return completed work to the student's guidance counselor within one week unless otherwise directed.
- New assignments will be provided when previous assignments are completed and returned.
- Tutoring will be conducted at a mutually agreed upon location arranged by family and tutor. When tutoring takes place in the home, an adult will be present in the home. Tutoring may occur at other locations such as the Town Library.

Accommodations for Religious Holidays

It is the belief of the School Committee that the schools shall make reasonable efforts to accommodate the religious beliefs of students and staff as mandated by Federal Law.

Massachusetts General Laws, Chapter 151C, Section 2B reads as follows:

"Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, that is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing himself to the provisions of this section."

Field Trips/School-Related Absences

Field trips and scheduled, school-related absences are considered excused. Thus, they will not be counted against a student under the Minimum

Attendance Policy.

Because field trips are scheduled well in advance, students are expected to meet with their teachers to get any work that they will be missing during the trip. Any work received should be submitted at a time established by and at the discretion of the teacher. Any work that is due on the day of the trip shall be turned in on the next school day. Any assessments to be taken the day after a field trip will be taken as scheduled.

All students are expected to be in good academic and behavioral standing and must be abiding by our attendance policy to be eligible for field trips. Students that are not may be prevented from participating without penalty or academic consequence for anything missed on the field trip.

Dismissals from School

Student dismissals tend to disrupt classes; therefore, dismissals should be confined to those of a medical, legal, or emergency nature. Every attempt should be made to schedule appointments after school hours.

1. Dismissal slips are issued by the attendance monitor for those students that bring a note from home (telephone requests for dismissals will not be honored). Students must bring dismissal notes before school on the day of the dismissal. This includes seniors with "Age of Majority" privileges. Dismissal notes must contain the date, time of dismissal, reason for the dismissal, and a telephone number where the students' parents/caregivers can be reached on that day and must be signed by parents/caregivers. Students will be given a dismissal slip, which they are to show to their classroom teacher at the time of their scheduled dismissal.
2. Students may not be dismissed prior to a directed study and then return to school for the next class unless permission is given by the principal.
3. Prior to leaving the school, students must sign out with the attendance monitor.
4. Students returning to school after a dismissal must get a pass to enter class from the attendance monitor.
5. In addition, assignments due on the day of a scheduled dismissal must be turned in to the respective teacher before the students leave;
6. The school nurse issues dismissals for illness; if, in the school nurse's medical opinion, a student should be dismissed for medical reasons, the dismissal shall be considered excused. If the nurse does not, and the parent/student wishes for the dismissal to happen anyway, the dismissal shall be considered unexcused.

7. Any classes missed due to a dismissal shall be considered unexcused unless they meet the conditions for an excused absence (see p. 12).
8. Students having filed “Age of Majority” papers with their administrator should see that section of the handbook on page 33 for specifics regarding dismissal procedures.
9. Any unexcused dismissal that results in a student missing more than one-third of a class (20 minutes) will result in an unexcused absence in that class.

Tardiness to School

Prompt arrival to school is paramount, as students that arrive late to class cause a disruption to the learning environment and miss out on valuable learning opportunities. Therefore, students are considered tardy to school if they are not present in their first block classroom by 7:30 a.m.

A student that arrives to school after 7:30 a.m. should report directly to first block, where the classroom teacher will mark them tardy. Students that arrive after 7:40 a.m. must check in with the attendance clerk at the front doors, where they will be marked tardy and be given an admittance pass to their first block class. Students failing to follow this procedure could face disciplinary measures (see Categories for Violating the Code of Conduct p. 51).

As is the case with absences, all tardiness (even when authorized by parents) is considered unexcused unless the required documentation is provided to the main office by the end of the next school day. Failure to do so will result in a tardy not being excused. A tardy shall be considered excused for the following reasons:

- A. Medical/Dental appointment (with documentation)
- B. Bereavement (Please call attendance clerk)
- C. Religious obligations (Please call attendance clerk)
- D. Legal obligations (with documentation)
- E. Other – On a case-by-case basis, an administrator can use discretion to determine if a tardy should be excused based on extenuating circumstances.

Students that arrive tardy and miss a test or a quiz must see their teacher **that day** to arrange for a make-up.

Note: Any unexcused tardy that results in a student missing more than one-third of a class (20 minutes) will result in an unexcused absence in that class.

Because prompt arrival to school is so important, administrators have designed a progressive disciplinary plan to assist with getting students to

school on time. Each semester, each student is allotted five (5) unexcused tardies. On the sixth unexcused tardy in a semester, progressive discipline is assigned (see Group B in the “Categories for Violations of the Code of Conduct” on p. 51).

Tardiness and Extra-Curricular Activities

Any student wishing to participate in an extra-curricular activity (including athletics) that afternoon or evening must be in school by the start of second block that day and remain for the remainder of the day. Only students with excused tardies and/or dismissals **and** that have spoken to a building administrator or athletic director about the excused tardy, and/or dismissal will be granted an exception to this rule. As a reminder, students arriving to school after first block also are recorded as having an unexcused absence in that block.

Tardiness to Class

Students that arrive late to class without a pass will be admitted to class and may be assigned a teacher detention. In cases of repeated tardiness, teachers will call home and refer students to the appropriate administrator.

Truancy from School

Truancy is defined as an absence from school without parent/caregiver permission, for which consequences are assigned by an administrator (Please see Group B in “Categories for Violations of the Code of Conduct” on p. 51). Any assessment or other assignments missed while the student is considered truant from school cannot be made up and a grade of zero will be entered.

Truancy from Class

Truancy from class is defined as an unexcused absence from a class, for which consequences are assigned by an administrator (Please see Group B in “Categories for Violations of the Code of Conduct” on p. 51). Any assessment or other assignments missed while the student is considered truant from class cannot be made up and a grade of zero will be entered.

Make-Up Work

Students are responsible for making up work due to an absence (from either class or school). Students must see teachers on the day of their return to arrange for make-up work. Teachers will give students one class day for each day of absence to make up work. In some circumstances teachers may use their own discretion in granting additional time

Making up schoolwork and getting after-school help takes priority over participation in athletic or extra-curricular events. Students are encouraged to

seek the academic help that they need and are asked to bring a note from the teacher when they are late to a practice, game, meeting, rehearsal, etc.

Bullying and Harassment

[To access the Pembroke Public Schools Bullying Prevention and Intervention Plan, please click here](https://www.pembrokek12.org/district/district-policies/district/district-policies/bullying-prevention-and-intervention-plan) or visit <https://www.pembrokek12.org/district/district-policies/district/district-policies/bullying-prevention-and-intervention-plan>.

Parents and students can also access a hard copy of this plan in the Pembroke High School Main office.

Pembroke High School is committed to providing an educational environment that is free of harassment, bullying, and discrimination. This applies to all students at all school-sponsored activities. Harassment, bullying, or discrimination of any form will not be tolerated.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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

Harassment, bullying or discrimination may include but not be limited to:

- Repeated or persistent offensive remarks including name calling, teasing, jokes, rumors, or other derogatory or dehumanizing remarks
- Intimidation for favors
- Overt threats or demands
- Unwanted physical contact of a person or person's clothing
- Display or circulation of written materials or pictures of a derogatory nature
- Unwelcomed gestures

Pembroke Public Schools acknowledges that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics. To ensure all students are supported and equipped to prevent or respond to bullying and harassment, Pembroke Public Schools takes the following steps:

- Building-Wide Student Support Teams (SSTs):
Each school maintains a Student Support Team that proactively monitors student well-being, academic progress, and social-emotional needs. These teams collaborate regularly to identify students at risk, plan interventions, and promote an inclusive school climate.
- Access to Mental Health Staff in Each Building:
Every school is staffed with dedicated mental health professionals, including school psychologists and/or social workers, who are available to provide counseling, support services, and crisis intervention to all students
- Anonymous Reporting via *Titans Talk*:
Students, families, and community members can report bullying or harassment confidentially through *Titans Talk*, an anonymous online reporting tool on the district's website.
- Bullying Consideration in an IEP:
 - As part of the Massachusetts Individualized Education Program (IEP), teams are required to consider whether a student with a disability is vulnerable to bullying or harassment.
 - The IEP includes a designated question that prompts teams to assess and plan for any additional protections or supports the student may require.
 - Teams must document how they will support the student in accessing a safe and supportive school environment.
- Skills-Based Instruction and Preventive Programming:
All students receive instruction on social-emotional learning, digital citizenship, empathy, and conflict resolution. These lessons aim to equip students with the knowledge and strategies needed to recognize, prevent, and respond appropriately to bullying or harassment.
- General teaching approaches that support bullying prevention efforts:
 - setting clear expectations for students and establishing school and classroom routines
 - creating safe school and classroom environments for all students
 - communicating with parents and guardians regarding the school's goals and expectations for students and students' safety
 - using appropriate and positive responses and reinforcement, even when students require discipline
 - using positive behavioral supports
 - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
 - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
 - using the Internet safely
 - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

If a student feels he/she is a victim of harassment, bullying, or discrimination, a building administrator should be contacted immediately. All complaints of harassment, bullying, or discrimination must be reported by staff or students to the principal or the principal's designee.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the school principal or, in the absence of the principal, the assistant principal, any instance of bullying or retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously.

It is building practice to have all complaints of harassment, bullying, or discrimination fully investigated and to take appropriate steps necessary to remedy the situation. All students are expected to cooperate fully in any investigation of harassment, bullying, or discrimination.

All of the information that is provided during an investigation of harassment, bullying, or discrimination will be treated as confidential. This means that such information will be shared with others on a need-to-know basis only.

An investigation of a complaint of harassment, bullying, or discrimination will

be conducted by the principal or principal's designee. The investigation may include:

- Separate, private interviews with the complainant and each person accused of harassment, bullying or discrimination
- Interviews of witnesses if any
- Written statements by complainant, accused, and witnesses

At the conclusion of the investigation, the principal or the principal's designee will prepare and recommend an appropriate action. Parents or caregivers will be notified, and additional actions may include:

- A contract of expectations
- School disciplinary action
- Police notification

Additionally, any student found engaging in harassment, bullying, or discrimination; condoning harassment, bullying, or discrimination; or retaliating in cases of harassment, bullying, or discrimination is subject to disciplinary sanctions from warning up to and including suspension. The principal or principal's designee will conduct follow-up interviews within 30 days.

Title IX Sexual Harassment and Discrimination

Sexual Harassment is defined as unwelcomed verbal, physical or other sexual conduct to male, female or gender non-conforming students, whether or it is intended or not, that is so subjectively and objectively offensive and so severe or pervasive that it limits or denies a student's ability to participate in or benefit from their education program or activity.

Sexual harassment includes:

- Quid pro quo harassment
- Hostile environment harassment
- Sexual assault
- Dating violence
- Domestic violence
- Stalking
- Sex-based harassment

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;

- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

Sexual discrimination is defined as no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity.

Sexual discrimination includes discrimination on the basis of:

- Sex stereotypes
- Sex characteristics
- Pregnancy or related conditions
- Sexual orientation
- Gender identity

Procedure of Complaint and Investigation of harassment or discrimination under Title IX

Pembroke Public Schools has adopted both policy and grievance procedures that provide for the prompt and equitable investigation and resolution of any sexual harassment and discrimination complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity. Any complaint should be immediately brought to the attention of the building administration and/or the district's Title IX Coordinator (Jessica DeLorenzo, Director of Student Services) either orally or in writing. Access to the district's grievance procedures can be found on the district's website or click here:

<https://resources.finalsite.net/images/v1692027921/pembrokek12org/evmo8xctgc07xurav1oy/PembrokePublicSchoolsTitleIXGrievanceProcedures.pdf>

Hazing

Pembroke High School recognizes the right of all students to participate through competition or open admission in clubs, activities, and sports programs. Pembroke High School prohibits the practice of "hazing." School Committee Policy and Massachusetts General Laws state the following:

No student, employee, or school organization under the control of the School

Committee shall engage in the activity of hazing a student while on school property or at a school sponsored or school related event regardless of the location. No organization that uses the facilities or grounds under the control of the PSC shall engage in the activity of hazing any person while on school property.

For purposes of this policy the term “hazing” 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 that is likely to adversely affect the physical health or safety of any such student or other person; or that subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.” MGL Chapter 269, §17.

Students that observe what appears to them to be the activity of hazing another student or person should report such information to the principal including the time, date, location, names of identifiable participants, and the types of behavior exhibited. Students and employees of the school district are obligated by law to report incidents of hazing to the police department. Any student that is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student, up to and including suspension. Any student that participates in hazing of another student or other person may be subject to disciplinary action up to and including expulsion. Any student that is determined by the principal to be the organizer of a hazing activity may be subject to disciplinary action, up to and including expulsion. Legal Refs: 603 CMR 33.00: M.G.L.c.269: 17, 18, 19 (School Committee Policy #JIFCA)

Athletics

[For all information pertaining to PHS Athletics, including the Student-Athlete Handbook, please click here,](#) visit the PHS Home page and select Athletics from the Department menu, or visit <https://www.pembrokek12.org/departments/athletics/pembroke-athletics-home-of-the-titans>.

Co- and Extra-Curricular Activities

Philosophy

Co- and extra-curricular activities are those activities, that, though they are not addressed in the classroom setting, form an integral part of the school's educational program. More student-centered than the rest of the program, co- and extra-curricular activities include student government, student publications, music, drama, subject-related clubs, as well as social, political, hobby and service organizations. These programs provide each student with an opportunity to pursue established interests and to develop new ones as well.

Through participation, students are encouraged to form productive and satisfying relationships with others based on respect, trust, and caring. Experiences that foster leadership, cooperation, and a sense of community educate young people for citizenship in a democratic society. Co- and extra-curricular activities enable students to exercise their creative capacities, to use leisure time wisely, to develop school spirit, to supplement or enrich classroom experiences, and to learn through achievement the respect of peers, school personnel, parents, and the larger community. The goal of these programs is to develop the individual beyond the confines of the classroom.

Definitions

For clarity, the distinction between co- and extra-curricular activities is made below.

Co-Curricular Activities - co-curricular activities are graded as part of a class. These are extensions of curriculum-related learning experiences that occur through an out-of-class activity, supervised by the Pembroke Public Schools. An example would be performing in an evening holiday concert as part of a curricular requirement for students taking Concert Band.

Extracurricular Activities – Extracurricular activities do not fall within the scope of the curriculum and therefore are not graded as part of a class. Activities include those that may be conducted on or off school premises by athletic teams, clubs, associations, and organizations sponsored by the Pembroke Public Schools.

For a complete guide to athletic requirements, please see the PHS Athletic Handbook, which can be found on p.21.

Guidelines for Participation for Co- and Extra-Curricular Activities

Students must be academically eligible to participate in any co- or extra-curricular activity, including athletics. All students that participate in co- and

extracurricular activities will follow the same eligibility guidelines, with a few exceptions, which are noted below. These guidelines have been established to comply with the standards set forth by the MIAA.

To be eligible for participation in all co- and extracurricular activities at PHS, students must carry a minimum of 24 credits for the year and pass all classes during the last term preceding/during the participation period. Students that fail one class will be placed on academic probation, which will allow them to remain eligible for participation if certain conditions are met on a weekly basis (see below).

A student failing two or more classes during the last term preceding/during the participation period is ineligible for participation and no longer a member of the club/organization until the next opportunity to regain eligibility. In keeping with MIAA rule 58.1.1, academic eligibility of all students shall be considered official and determined on the published date when the report cards for that ranking term are to be issued to the parents of all students within a particular class.

While many of our co- and extracurricular activities do not abide by the seasonal calendar of our athletic teams, for the purpose of determining eligibility for all clubs and activities, the 3-season calendar of our school year will apply to the greatest extent possible.

Eligibility determination for the fall season is based on the final grades on the report card for the previous academic year (June). ***All freshmen entering Pembroke High School in the fall semester will be considered eligible, as 8th-grade report cards do not determine high school eligibility.***

However, any student participating in a fall activity can lose eligibility after the published date of the Term 1 report cards if there are still events remaining in the club or organization's schedule (i.e., the high school musical could occur after first term report cards are published). For any year-long club or organization, students that are ineligible at the start of the school year as a result of their final grades from the year prior can regain eligibility with the publication of the Term 1 report card. The opportunity to regain eligibility for a seasonal club or activity, including athletics, is not available with the publication of the Term 1 report card.

Eligibility for the winter season is initially determined by the Term 1 report card. However, an eligible student can lose eligibility after the Term 2 report cards are published if there are still events remaining in the club or organization's schedule. For any year-long club or organization, students that are ineligible at the start of the winter season as a result of their Term 1

can regain eligibility with the publication of the Term 2 report card. The opportunity to regain eligibility for a seasonal club or activity, including athletics, is not available with the publication of the Term 2 report card.

Eligibility determination for the spring season is initially determined by the Term 2 report card. However, an eligible student can lose eligibility after the Term 3 report cards are published if there are still events remaining in the club or organization's schedule. For any year-long club or organization, students that are ineligible at the start of the spring season as a result of their Term 2 can regain eligibility with the publication of the Term 3 report card. The opportunity to regain eligibility for a seasonal club or activity, including athletics, is not available with the publication of the Term 3 report card.

In keeping with MIAA rule 58.5, incomplete grades may not be counted towards eligibility until they are made up following school policy. As defined in this handbook, all work resulting in the issuance of an incomplete grade must be completed within ten (10) school days. A new grade will be issued within two (2) weeks of the date that the completed work is given to the teacher. For any coursework not completed during the allotted time, the grade will become zero (0). The building principal will determine the process and timelines for the completion of incomplete course grades.

Academic Probation

A student that earns a failing grade in one course during the last marking period preceding/during the participation period shall be placed on academic probation. A student on academic probation remains eligible for events provided that the student meets the following weekly conditions.

Students that fail to meet these conditions twice in one season will lose the privilege of probation and be deemed immediately ineligible.

Students must meet all of the following conditions to remain on academic probation and maintain their eligibility:

- Students must receive one (1) hour of extra help each week with the teacher in the subject area of the failing grade. This extra help can occur before or after school, during Titan Time, or any combination thereof.
- Students must meet with the Director of Extracurricular Activities each Friday by the end of 3rd lunch to submit the appropriate form that verifies that the hour of extra help has occurred during the week. These forms must be obtained by the student from the Director of Extracurricular Activities at the beginning of each week for the duration of the

participation period and must be signed by the classroom teacher of the subject area of the failing grade confirming the student's active participation in the extra help session(s).

- Students that are unable to verify the extra help by submitting this form are ineligible to participate in or attend all activities, including practices and performances, until the student demonstrates that the requirement has been met at the check-in meeting by the Friday of the following week. There is no opportunity for a check-in meeting before the Friday of the next week. Students that fail to meet this obligation for a second time during the season will have the privilege of probation revoked and become immediately ineligible for the remainder of the participation period.
- If the subject area is no longer in the student's schedule, all courses will be monitored, but students must still verify that they are receiving one hour of extra help each week in the class with the lowest grade in which they are currently enrolled.

Students may not participate in any co- or extra-curricular meeting or event on a day when they have been absent from school unless exception is made by the principal or designee. Students may not participate in a co- or extracurricular activity on a day when they are suspended, either in or out of school. Eligibility is restored on the first day after the period of suspension, either in or out of school, has ended.

Students must be recorded as present by the start of second block, and they must remain in school for the day to participate in a co- or extra-curricular event unless excused by the principal or designee.

Advisors may make rules governing the conduct of participants and the requirements for membership, rehearsal, or performance. These rules must be approved by the principal and shared with participants in writing before they are in effect.

Chemical Health Violations:

In the name fairness, participants in all extra-curricular activities are also held accountable to the MIAA Chemical Health Rule (62.1) for athletes, which states:

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use; consume; possess; buy/sell; or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vaping pens,

and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes such products as “NA or near beer.” It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

First Violation:

When the principal confirms, following an opportunity for students to be heard, that a violation has occurred, the students shall lose eligibility for 25% of the participation period of the extra-curricular activity. No exception is permitted for a student that becomes a participant in a treatment program.

Second Violation:

When the principal confirms, following an opportunity for the students to be heard, that a violation occurred, students shall lose eligibility for 60% of the participation period of that sport.

If the second or subsequent violations the students of his/her own volition become participants in an approved chemical dependency program or treatment program, students may be certified for reinstatement after a minimum of 40% of the participation period provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If the student does not complete a program, penalty reverts to 60% of the participation period.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. If the penalty period is not completed during the participation period of violation, the penalty shall carry over to the student’s next period of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student participates in the Fall Festival of Plays: he/she violates the rule in winter and/or the spring of same academic year: he would serve the penalty(ies) during the fall season of the next academic year.

Guidance and Student Services

[For additional information about these and other guidance and student services, please click here, visit the PHS homepage and select Guidance from the Department menu, or visit <https://phs.pembrokek12.org/departments/guidance-department/guidance-department-news-information>.](https://phs.pembrokek12.org/departments/guidance-department/guidance-department-news-information)

Guidance Department Mission Statement

The Guidance Department at Pembroke High School advocates for all Pembroke High School students and develops relationships within the community. Counselors help to guide and support students with their academic planning, personal/social development and with college and career readiness. By taking a holistic approach of collaboration with students, parents, faculty, and community members, counselors will assist students with post-secondary goals while preparing them to become successful and active members of their own community.

PHS Guidance Department Core Values:

- Value all PHS students and families
- Respect for human differences
- Be knowledgeable and current in all aspects of Professional School Counseling
- Be approachable and accessible to all students and families.

Guidance Department Curriculum and Services

Counselors meet and work with students and families for a variety of reasons, including but not limited to academics, social/emotional issues, college, and career planning. Services are delivered in a variety of ways, including but not limited to individual counseling, group counseling, guidance seminars, parent and community evening meetings and morning coffees, parent and teacher consultation, phone, email, and the PHS Guidance Department website. The Guidance Department offers the opportunity for parents/caregivers to learn about information related to guidance services. In addition, parents are encouraged to contact their child's guidance counselor and to sign up in Naviance to assist their child with college and career planning.

The Guidance Department also organizes student-centered activities. Senior Awards Night, Underclassmen Awards Night, Parent University (8th Grade Step-Up Night), and Freshmen Orientation are annual events the Guidance Department helps plan for PHS students. It also annually hosts a Financial Aid Night and a College Planning Night. In addition, the department has provided important information during school-wide Advisory sessions and consults with other faculty members during regular Student Support Team (SST), Academic Success Team (AST), Crisis Team, Individual Education Plan (IEP) and in 504 accommodation plan meetings.

Guidance Resources

The Career Center in the guidance office serves as an educational resource for students and their parents/caregivers. Printed materials containing up-to-date post-secondary education, military, and career information are available. College admissions representatives also visit the high school at our college fairs and through our *Decision Days*, giving our students an opportunity to learn more about each college, and ask individual questions. Guidance information is updated and posted on our website, on guidance bulletin boards, in email blasts, and during the daily announcements. Other important information is emailed to students and announced during the school day.

Guidance Seminars

All students meet with their school counselor in small groups seminars and/or individually several times throughout the school year. These seminars are designed to address the academic, post-secondary, and personal/social developmental needs of students as they progress through high school.

Freshman Seminar- The primary focus is to help students have a smooth transition to Pembroke High School and to develop and enhance a relationship with their counselor. Information that will be provided to students during seminars will include graduation requirements, grading policies, credits, GPA, transcript review, teacher expectations, general high school procedures and an introduction to college and career planning through *Naviance*.

Sophomore Seminar – Students will use *Naviance* and other software programs to explore personality types, learning styles, career matches, possible college selections, and job skills. Students are presented with an overview of the college planning timeline, and standardized testing preparation: MCAS, PSAT, SAT, etc. Students will also be encouraged to get involved in community service and extracurricular activities.

Junior Seminar – Juniors meet with their school counselor individually and in small groups to focus on post-high school planning, with an emphasis on college admissions. Students will continue to use the *Naviance* program for college searches, understanding college eligibility and requirements, application procedures, job searches, and military options. In addition, students will be encouraged to create a list of possible colleges or schools of interest to visit during the spring of their junior year and in the summer before their senior year.

Senior Seminar – Seniors meet with their school counselor to review and finalize their college and/or post high school plans. Counselors review information on the college application process, which includes completing applications, composing admissions essays, conducting interviews, obtaining

letters of recommendation, and completing standardized testing requirements. Counselors also provide information on financial aid and scholarship opportunities. Students that do not wish to pursue college after graduation will work individually with their counselor to develop their post high school plans.

The School Social Worker provides a continuum of services to students in need. These may range from helping with the normal frustrations that emerge during adolescent development, to helping manage high risk behaviors. The School Social Worker also provides crisis intervention for any student or family. She assists families in locating appropriate available resources.

PSAT, SAT, SAT II, and ACT information

PSAT – The Preliminary SAT/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT is a standardized test that provides practice for the SAT I: Reasoning Test. The PSAT is offered to sophomores and juniors each October. Top scoring junior students may be eligible for the National Merit Scholarship Corporation’s (NMSC) scholarship programs.

SAT I/ACT – The Scholastic Assessment Test (SAT I) and American College Test (ACT) are admissions requirements for most colleges. Registration bulletins and sample test booklets may be found in the guidance department. Students are encouraged to register on-line ([SAT registration website](#): www.collegeboard.com and [ACT registration website](#): www.act.org).

SAT II – In addition to the SAT I: Reasoning Test, some students may need a minimum of two SAT II: Subject Tests for admission to more competitive colleges or to be accepted into certain designated majors. The SAT II: Subject Tests are one-hour tests measuring achievement in a specific subject area. Most competitive colleges require the applicants to take the SAT II: Subject Tests or the ACT with Writing. Students should check the requirements of the colleges they are considering for specific SAT II information. They may register for up to three Subject Tests on any single test date.

Students with Disabilities

Students with disabilities that require special accommodations for test-taking must complete an eligibility form prior to registering for the PSAT, SAT or ACT. Students should contact their guidance counselors or liaisons for more information.

Withdrawal from school

Students that wish to withdraw from school should notify their guidance counselor and the principal of such intentions. An exit interview will be held with the student, parent/caregiver, and guidance counselor to clearly determine the reason for withdrawal. Students will not be allowed to withdraw from school without written authorization from their parents/caregivers

Students withdrawing from school will:

1. Notify the guidance counselor of intent to withdraw from Pembroke High School.
2. Obtain a withdrawal form from the guidance office.
3. Return all books and school property.
4. Honor all financial obligations due the school.
5. Obtain signatures on the withdrawal form from teachers, librarian, guidance counselor, and an administrator.
6. Present the completed withdrawal form to the guidance department secretary for verification.

Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion

In accordance with M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741 and federal law (IDEA-97), no student that has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school where the student last attended has sent notice within 5 days of the student's tenth consecutive absence to the student and the parent/guardian of the student in English and the primary language of the parents or guardian (to the extent practicable). The notice shall offer at least two dates and times for an exit interview and indicate that the parties shall agree to a date and time for the exit interview and that the interview shall occur within 10 days of the notice. The time and date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. The superintendent or designee may proceed with an exit interview without a parent/guardian if the superintendent or designee makes a good faith effort to include the parent/guardian.

The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternate education programs. The superintendent (or designee) shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer, and other relevant school staff to participate in the exit interview with the student and the parent/guardian. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma, and a list of

alternative educational programs and services available to the student.

Any district serving students in high school grades sends annual written notice to former students that have not yet earned their competency determination and that have not transferred to another school

- a. to inform them of the availability of publicly funded post-high school academic support programs and
- b. to encourage them to participate in these programs

At a minimum, the district sends an annual written notice by first class mail to the last known address of each such student that attended a high school in the district within the past two years.

The superintendent shall annually report to the Department of Elementary and Secondary Education the number of students 16 years of age or older that have permanently left school, the reasons for such leaving, and any alternative educational or other placement the student has taken.

Massachusetts State College and University Minimum Admission

Massachusetts State Colleges and University admissions standards emphasize a strong academic high school background so that students entering college are prepared to learn. These standards represent minimum requirements. Meeting these standards does not guarantee admission, since a wide range of factors is considered in admissions decisions. The admissions standards have two main components:

1. Sixteen required academic courses:
 - a. English: 4 years of college preparatory courses
 - b. Mathematics: 4 years of college preparatory courses
 - c. Sciences: 3 college preparatory courses (including 2 courses with lab work)
 - d. Social Sciences: 3 years of college preparatory courses (including 1 course in US History)
 - e. World Languages: 2 consecutive years of college preparatory courses in a single language
 - f. Art: 1 year
2. A minimum grade point average (GPA) earned in those required courses. Students should see their guidance counselor for additional information.
3. SAT or ACT scores.

Students should see their guidance counselor for additional information.

Work Permits

If students hold a full or part-time job, whether school related or not, they must provide their employers with a work permit. This form indicates to the employers that the students are in school and may not be employed during school hours. Work permits may be obtained in the guidance office during the school year and summer. Students must be 14 years old to apply for a work permit.

School Transcripts

All transcripts will be sent to colleges, prospective employers, or Armed Forces recruiters upon request.

Food Services

Students are required to eat lunch in the cafeteria. All outstanding obligations should be paid in full. visit our [For additional information about our food services department, including lunch menus and our online payment system, My School Bucks, please click here](#), visit the PHS Homepage and select Food and Nutrition from the Department menu, or visit <https://www.pembrokek12.org/departments/food-and-nutrition/welcome-to-food-services>

Health Services

[For information on these and other health services, please click here](https://www.pembrokek12.org/departments/health-services/health-services), visit the PHS Homepage and select Health Services from the Department menu, or visit <https://www.pembrokek12.org/departments/health-services/health-services>

Emergency Contact Forms

Students must fill out and return an Emergency Contact Form within the first two weeks of school. This form provides the school nurse with important information needed for emergency situations. New forms must be filled out and signed by a parent/caregiver each year so that information contained on the form will be as accurate as possible. Students should inform the school nurse of any information changes on the Emergency Contact Form

Medications

If students are required to take medications during school hours, parents must bring these medications to the nurse with the proper authorization from the prescribing physician. The appropriate forms for all prescription medications as well as the Student Medication Policy are available on our [The appropriate forms for all prescription medications as well as the Student Medication Policy are available on our Health Services webpage.](#)

Unless otherwise approved, the school nurse shall be responsible for the management and distribution of all medications to students in the Pembroke schools in accordance with the regulations of 105 CMR 210.00 and MGL Chapter 94. Exceptions include the possession and self-administration of any prescribed medications for asthma, related respiratory diseases, cystic fibrosis, and diabetes as specified in MGL Chapter 71. Section 54B.

Otherwise, all medications, prescription or otherwise must be administered by the school nurse and must not be in the possession of students at any time. Students found to be in possession of medications, prescription or otherwise, risk violating the Code of Conduct (see p. 51).

Epi-Pens

Students that have been prescribed Epi-Pens for life threatening allergies and that have parent/caregiver approval and physician permission for self-administration on file in the Health Office, are strongly encouraged to always carry their Epi-pens with them. In lieu of this, the school nurse should be given an individually prescribed Epi-Pen to keep in the Health Office. Any student that has a diagnosed life-threatening allergy that may require the use of an Epi-Pen must have it with him/her during all field trips, extra-curricular activities, sporting practices and events.

Over the Counter Medications

Over the counter medications such as Acetaminophen (Tylenol), Ibuprofen (Advil), Benadryl, antacids, and/or any over-the-counter product that contains alcohol or DXM, are distributed by the school nurse and only if the student has the appropriate permission form signed by a parent/caregiver on file. This permission is included on the Emergency Contact Form. Again, such medications can only be administered by the school nurse and can never be in a student's possession. Students are allowed to bring in and self-administer cough drops as needed.

Students that misuse or distribute over-the-counter medications may be subject to discipline under the code of conduct.

****All orders and permissions for medication must be renewed each school year.**

Medical Needs and Field Trips

While every effort will be made to obtain a nurse or school staff member trained in medication administration during field trips and short-term special school events, the School Committee recognizes that the school nurse may delegate the administration of prescription medication to a responsible adult. In such cases, the parent/caregiver must give written consent and the school nurse must instruct the responsible adult on how to administer the medication to the child. In addition, approval to delegate administration and distribution of medications may only be given on a limited basis to unlicensed personnel that have been granted this authority by the School Department and provided the School Department is registered with the Division of Food and Drugs of the Massachusetts Department of Public Health.

Illnesses that Occur During School

Students that are ill should see the school nurse. Students should not text or contact parents with their own personal devices in the event of an illness. Once a student reports to the nurse, parental contact can be made at that time. After an assessment is made, the school nurse, as the medical professional in the building, will decide on how to proceed. If, in the nurse's medical opinion, a student should be dismissed, the nurse will contact the parent and the dismissal will be considered excused.

Dismissals for Students That Drive

Students that have driven to school and need to be dismissed for illness but feel well enough to drive home must get verbal permission from a parent/caregiver to be dismissed. This must be done from the Health Office. Permission is not required for students that have an "Age of Majority" form filled out and on file in the Main Office. However, the School Nurse reserves the right to contact the parent/caregiver of any ill student if she feels that it is necessary or beneficial for the health, safety, and welfare of the student that a

parent/caregiver be informed.

Physical Education Exemption

Any medical exemptions from physical education class require a written note from the student's physician. The note must include the time frame for exemption. When possible, long-term exemptions will be referred to the guidance department so that those students may be reassigned during that class period.

Physicals

Students in Grade 11 are required to have a complete physical examination. The deadline for getting examined and filing the appropriate forms with the nurse is the last day of Quarter 2. If students miss the deadline, they will be excluded from school until appropriate arrangements are made. Students transferring to Pembroke High School must have a physical examination within thirty days unless their records indicate that they have already had an adequate number of physicals to comply with state law.

Student Immunization

Public school students attending the Pembroke Schools will be required to present a physician's certificate attesting to successful immunization against all diseases as stipulated in M.G.L. Ch.

76, Sect. 15 and as may be specified from time to time by the Department of Public Health. These diseases include diphtheria, tetanus, measles, pertussis, and poliomyelitis, and such other communicable disease which may be specified by the Department of Public Health.

An exception to these requirements will be made on receipt of written statement from a doctor that he has personally examined the child and that immunization would not be in the best interest of the child; or from the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. A doctor's statement must be resubmitted at the beginning of each school year. Students that are not vaccinated or under vaccinated (including those with medical and/or religious exemptions) may be subject to exclusion from school if there is exposure to certain communicable childhood diseases.

Additionally, in accordance with Federal law, a homeless student shall not be required to present proof of immunization as a prerequisite for attending school.

Student Risk Assessment

The following administrative procedure is utilized when a student is considered to be a potential risk to self or others in the school.

1. Once a potential risk is brought to the attention of school officials, an immediate in-school assessment will be completed by

- appropriate school personnel.
2. The school principal will be notified.
 3. As soon as possible, a parent/caregiver will be contacted.
 4. If the risk is deemed serious enough for a student to be removed from school, appropriate school personnel will request that a parent pick up his or her child from school and will urge the parent to have the student evaluated by a licensed mental health professional. School personnel will provide parents the resources necessary to pursue an evaluation.
 5. The principal will notify the school superintendent and, when appropriate, the police.
 6. If the risk involves harm to others, the principal or appropriate assistant principal will contact the families of the students implicated.
 7. Upon the completion of the risk assessment and prior to the student's return to school (per Principal's decision contingent on outcome of risk assessment and conference with the student's parent/caregiver) the student's guidance counselor will convene a re-entry meeting. This meeting should be attended by the student, parent(s), guidance counselor, adjustment counselor, and appropriate school administrator. The purpose of the meeting is to discuss the student's overall well-being and develop a plan for the student to succeed both academically and emotionally upon his or her return.

Absences from Communicable Disease

If students are going to be absent from school, a parent/ caregiver must call the attendance line (781-293-9281, press 5) before school to report the absence. When students are absent as a result of contracting a communicable disease, such as chicken pox or measles, they are required to submit a doctor's note upon their return. In addition, students must present to the office a signed doctor's note if they have been absent for five or more consecutive school days. Illness or injury requiring a cast, crutches, or prolonged absence from school should be reported to the office so that the nurse can be the medical liaison between the home and the school.

School Procedures

Parental Concerns

From time to time, parents may wish to bring concerns to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

- The parent should first raise any concern regarding a school-related matter with the staff member most directly involved.
- If the matter remains unresolved, the parent should then contact the appropriate department head/content supervisor (see p. x)
- If the matter remains unresolved, the parent should the child's assistant principal.
- If the parent continues to feel the problem is not resolved, the parent may wish to contact the building principal, who has the authority to make final judgments regarding student discipline and other building procedural matters.

We request that parents use the progressive steps outlined above as the teacher or other staff member most directly involved can address most problems satisfactorily.

Parents and school personnel are expected to show each other respect in all communications and to listen to the other's viewpoints. Respectful and reasoned communication between parents and school personnel is helpful in obtaining satisfactory resolution of concerns.

Bulletins and Announcements

Each morning begins with a recitation of the Pledge of Allegiance followed by a moment of silence. Daily announcements are recorded and shown in all classes during the lunch block and are also shown on a loop on televisions in the cafeteria and our main lobby.

Students that wish to post signs and/or announcements for school-sanctioned activities or clubs must seek administrative approval. Wall hangings must adhere to fire safety laws and regulations and may only be placed in designated areas.

School Cancellation/Emergency Announcements

School closing announcements are broadcasted on WBZ (Channel 4), WCVB (Channel 5), WHDH/WRKO, (Channel 7), WFXT (Fox 25), WPLM (99.1 FM), and

WATD (95.9 FM).

School closing and emergency announcements may be posted on the home page of the district website under the Community tab and sent via social media and [broadcast email, which you may also sign up for by clicking here.](#)

The rotation of school days is planned well in advance. If school is cancelled for any reason, the cancelled day will be dropped from the rotation. Upon return to school, students and staff members will begin with the next day in the rotation.

Cheating

All incidences of cheating must be reported to administration.

Incidents of cheating violate our belief in and commitment to academic honesty. Infractions will be recorded in the student's file. Cheating includes, but is not limited to, the following:

1. Talking, giving, or receiving any information among students about, or during a test or quiz.
2. Talking, giving, or receiving any information with a student that has yet to take said test or assessment/prior to, or following, the assessment.
3. Copying or allowing copying of any schoolwork, including tests, homework etc.
4. Having or giving a copy of a test, quiz, or assessment prior to that test, quiz or assessment being administered
5. Any use of cell phones, picture phones, or any other portable electronic device to give or receive information about a test, quiz, or assessment
6. Submitting falsified information for grading purposes

Plagiarism (includes, but is not limited to, the following):

1. Presenting as one's own, the words, works, or opinions of others without proper acknowledgement
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of others without proper acknowledgment

Consequences of cheating are cumulative for Grades 9-12 and are as follows:

First offense:

1. Teacher and student will conference regarding the infraction.
2. Student will receive a zero for the assignment.
3. Student will not have the opportunity to make up the assignment.

4. Parents/caregivers will be notified by the teacher.
5. The incident will be documented by an administrator, to whom a parent/student can make an appeal.

Second offense:

1. A conference will be held with parents/caregivers, student, relevant teacher, and the administrator involved, to whom a parent/student can make an appeal.
2. Student will receive a zero for the assignment.
3. Student will not have the opportunity to make up the assignment.
4. Student will have the term grade in the relevant class lowered by ten points.
5. The incident will be documented by an administrator.
6. Students will be required to step down from leadership roles in athletics, co-curricular activities, and student government for the remainder of the academic year,

Third offense:

1. A conference will be held with parents/caregivers, student, teachers, and the administrator involved, to whom a parent/student can make an appeal.
2. Student will receive a zero for the assignment and offense occurred.
3. Student will not have the opportunity to make up the assignment.
4. Students will lose credit for the course in which the 3rd offense occurred
5. The incident will be documented by an administrator.
6. Student will be ineligible to participate in athletics, co-curricular activities, and student government for the remainder of the academic year.

Age of Majority

Pembroke High School, like all schools in the Commonwealth of Massachusetts, establishes policies and procedures that govern all of our students based on the “age of the majority” of the students that attend. As a result, students that reach the age of legal adulthood, 18-years old, must still follow the policies and procedures set forth in this handbook and in other places because the majority of our students are under 18. Where the rights or responsibilities of a parent/caregiver are referred to in this handbook, it is understood that they include students that are eighteen years of age or older.

However, students that exceed the “age of the majority” by turning 18-years old can request that school officials deal only with him or her in all school-related matters. These students may act with the same rights and responsibilities of parent/caregivers in such areas as:

- Decisions about course selections

- Decisions about testing available through student services
- Decisions about withdrawal from school
- Absence, tardy, and dismissal notes and permission slips
- Medications

In order to exercise this right, an eligible student must request to meet with the principal, who will provide the student with an “Age of Majority Form,” which will remain of file in the main office. The student will complete this form with the principal to ensure the student understands the ramifications of such a decision. The principal will also mail a copy of the form home to the student’s parents. Students with special educational needs should contact their liaison regarding their options under Special Education.

Even if students choose to exercise their rights and responsibilities in these matters, the principal reserves the right to send copies of all school communications (letters, report cards, behavior notices, etc.,) to the students’ parent/caregivers. The administration will continue to contact parent/caregivers regarding discipline issues. The school will provide parent/caregivers with access to the students’ records pursuant to Massachusetts General Laws, C. 71, §34E.

Student visitors

Only if a student visitor is seriously considering enrolling at Pembroke High School will he or she be permitted to attend classes at the discretion of an administrator. Permission must be obtained at least 48 hours in advance. Student hosts must exhibit good citizenship and academic standing. Former students and graduates wishing to return to PHS to visit teachers are welcomed to do so after school dismisses for the day.

Lunch Deliveries During the School Day

PHS recognizes that from time-to-time, a student may forget his or her lunch at home. In this event, parents can drop off a bagged lunch in the main office for their child. During the student’s lunch period, he or she may retrieve the lunch from the main office. Office staff will not call students out of class nor allow for a student to retrieve the lunch prior to the student’s lunch period. Unfortunately, office staff cannot accept food and drink items that are not considered part of a traditional student lunch (hot or iced coffee, for example).

Before and After School Procedures

Students are expected to display appropriate behavior both before and after school, while on school grounds, at a school event, or in any capacity in which they represent Pembroke High School. Students that arrive to school before 7:30 AM may congregate in the cafeteria visit the library, or report to a teacher’s classroom with prior permission. Students that remain in the

building after school should be in the cafeteria, library or with a classroom teacher. Students are asked to make appropriate use of their time and be respectful of staff and other students, who may still be working. Teachers will post their late day for after school help.

Auto and Parking Procedures

Student parking at Pembroke High School is a privilege that is offered to seniors first and to juniors secondarily, providing spaces remain. Providing parking that is safe and orderly is imperative, particularly because Hobomock Elementary School is in such proximity.

Students that have permission to park on campus will receive a non-transferable hangtag, which should always hang from the rear-view mirror while the car is on campus. This non-transferable hangtag permits the bearer to park in a designated parking area. Students' cars are to be driven in a responsible manner that meets school and Registry of Motor Vehicles' safety requirements, including the use of seat belts for drivers and all passengers in the vehicles. Parking privileges may be revoked, and further appropriate disciplinary action may be taken for speeding or dangerous driving.

Students may not return to their cars during the school day without permission from an administrator. Students that park their cars illegally in unmarked or non-approved parking areas may have their cars towed at the students' expense.

Violation of school policies and procedures may result in a loss of parking privileges. Students that leave school in their cars without permission or transport other students that do not have permission to leave school will have their parking privileges revoked.

The school department does not take responsibility for student vehicles which may be lost, stolen, or damaged.

Lost and Found

Articles, books, and clothing lost or found should be reported or delivered to the Main Office. Articles not claimed will be donated to charity. The school will not be responsible for lost or damaged personal belongings of students.

Hallway Passes

Students passing in the hallways when classes are in session are required to have a hallway pass or other form of authorization (i.e., QR Code). Students found in the hallway without authorization, or are in an unauthorized area, are subject to disciplinary action.

Bus Procedures

Students that have paid the bus fee and that wish to ride a different bus for a specific purpose on a particular day may do so, providing they have prior administrative approval and space is available. The bus driver determines available space. Late buses are provided on certain days for students that have paid the bus fee and that must remain after school for academic, co-curricular, or disciplinary reasons.

Bicycles

If a student rides a bicycle to school, it should be securely locked to the bike rack located in the front of the building. The school department does not take responsibility for bicycles which may be lost, stolen, or damaged on school property.

Permitted Equipment

- Only non-motorized bicycles are allowed.
- All other recreational items are prohibited, including but not limited to:
 - Motorized bikes or scooters
 - Regular (kick) scooters
 - Skateboards
 - Hoverboards
 - Rollerblades

Fire Drills and Building Evacuations

Fire drills at regular intervals are required by law and are an important safety precaution. When the first signal is given, students should follow teacher instructions and clear the building as quickly as possible using the prescribed route. Exit routes are posted in each classroom.

Attendance will be taken by the teacher after students vacate the building. Students must always remain with the teacher in the designated area.

Office Detention

Office detention is served from 2:30 – 3:30 p.m. every Monday, Tuesday, Wednesday, and Thursday. Before being assigned an office detention, each student has the right to a meeting with a school administrator so that he or she has the chance to be heard. However, once an office detention is issued, students are expected to serve on the date assigned. Students will always be given 24 hours' notice of the assigned detention date.

Because we know that corrective action is most effective when it is taken in a timely manner in relation to the offense, it is imperative that students prioritize serving assigned detentions as scheduled, for failing to do so will result in additional consequences being assigned. When scheduling detentions, administrators often work with students to accommodate medical appointments and other unavoidable conflicts. However, athletic or extra-

curricular practice/meetings, work, and other social events cannot be taken into consideration.

While in detention, students are encouraged to seek extra help from an academic teacher. To do so, the student must first report to the detention room with a pass from the receiving, academic teacher. After attendance is taken, the student must show the pass to the detention supervisor and sign out. The student must return to detention prior to 3:30 p.m. with a pass from the academic teacher to verify that the student was getting extra help for the duration. If the extra help session extends beyond 3:30 p.m. the student should bring the verifying pass to his or her assistant principal the next morning.

Extended Detention

Extended Detention holds students accountable for infractions that warrant more than an office detention but not as much as an In-School or Out-of-School Suspension. Extended Detentions are scheduled Tuesdays and Wednesdays from. 2:30 p.m. – 5:30 p.m.

Parents/Caregivers will receive notification informing them of the Extended Detention, the nature of the infraction, and the scheduled date of detention.

The rules of Extended Detention are as follows:

1. Students must report to detention by 2:30 p.m.
2. All students must arrange for their own transportation home at 5:30 p.m.
3. Students must bring their Chromebook, all books, notebooks, pens, and other materials needed to work during the extended period.
4. Extended Detention is a silent study hall.
5. Students are encouraged to sign out to get extra help, using the same process for an office detention, detailed above.
6. Students that fail to serve the Extended Detention may be assigned additional Extended Detentions, In-School Suspension, or Out-of-School Suspension.

Failure to comply with these rules will result in a student being dismissed from the Extended Detention and alternative disciplinary measures being applied according to the *Code of Conduct*.

Field Trips

Students must get permission to go on field trips. Pupil expenses entailed in school sponsored field trips shall be so planned as to avoid financial strain for students and their families (refer to SC Policy 4.8).

Field trips and scheduled, school-related absences are considered excused.

Thus, they will not be counted against a student under the Minimum Attendance Policy.

Because field trips are scheduled well in advance, students are expected to meet with their teachers to get any work that they will be missing during the trip. Any work received should be submitted at a time established by and at the discretion of the teacher. Any work that is due on the day of the trip shall be turned in on the next school day. Any assessments to be taken the day after a field trip will be taken as scheduled.

All students are expected to be in good academic and behavioral standing and must be abiding by our attendance policy to be eligible for field trips. Students that are not may be prevented from participating without penalty or academic consequence for anything missed on the field trip.

Student Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in school. The principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class or cause the cancellation of any class.
2. Adequate planning must be conducted for each forum. A request to hold a forum must be received by the principal at least two (2) weeks before the scheduled date of the presentation by the student group and the adult advisor of that group.

Student Financial Obligations

Students must fulfill all financial obligations to be eligible ~~to~~ for school related activities. Prior to those activities beginning families will have an opportunity to reconcile outstanding financial obligations.

Fees:

Pembroke High School charges fees for various programs and activities. In all instances, reduced fees and waivers are available. If a student/family is unable to pay the participation fees, they should reach out directly to the building principal to discuss the available options.

Library Media Center

The Library Media Center provides a collection of print and online resources to support the curriculum and to reflect the interests of our students. Students are welcome for research, study, reading, book selection, and school related computer use according to the school district's *Acceptable Use Policy*. The

mission of the library media program is to provide access to ideas and information, to promote skills for life-long learning, and encourage reading for information and pleasure. Students may visit the library during the school day as a class, in small groups, or individually. Students are also invited to use the library before and after school. Reference books and magazines do not circulate. All other books may be borrowed and renewed. Students must pay for materials lost or damaged.

Lockers

Lockers are school property, not private property, and may be opened or inspected by school officials at any time. Students are assigned a lock and locker based on their advisory assignment and will maintain the same lock and locker throughout their time at PHS. Any problems with a lock or locker should be reported to the main office or to an Assistant Principal. Students are responsible for their assigned lock and locker, and, if damaged or lost, the student shall pay for the lock (\$6.00) or locker (\$185.00). Students may opt out of using and being responsible for a locker either by notifying their advisor on the first day of school or notifying an Assistant Principal. Any student choosing to use a locker must use the lock and always keep their locker secure.

Cellular Phones and Electronic Entertainment Devices

Students may use their cell phones and other personal electronic devices in classrooms at the discretion of the teacher. At all other times, the devices should be turned off and stored away so as not to serve as a distraction. Students using these devices without permission or whose devices are not “off and away” may have the device taken away by a teacher or administrator for the remainder of the school day. Students should be vigilant and not leave their device(s) unattended. Pembroke High School is not responsible for the loss or theft of items left unattended.

Possession and/or Dissemination of Sexually Explicit Photographs or Videos (“Sexting”):

It is against school rules to possess and/or disseminate sexually explicit photos or videos while on school property. It is also against the law, and such acts could be charged as a felony if the subject of the photos/videos are of a minor. Students found to be in possession of sexually explicit photographs or videos or who are found to have solicited and/or disseminated those items will receive appropriate disciplinary consequences including police notification. (Please see “Categories of our Code of Conduct” on p.51)

Student Searches

If a reasonable suspicion exists that a student's personal belongings were used to violate any element of our Code of Conduct, the student will be asked to surrender any belongings believed to be involved in the violation as part of a thorough investigation. The inspection of the personal belongings will be

carried out immediately to protect the integrity of the investigation. In the context of an investigation by school administrators into the violation the Code of Conduct, a request for the surrender of an item is considered reasonable by the school administration and is sanctioned by existing law. Therefore, students are expected to comply with the teacher or administrator making the request or face consequences as outlined in Categories for Violations of the Code of Conduct (see p. 51).

Dress Expectations

Pembroke High School is a safe, supportive learning community, and since appropriate dress reflects positively on the school community, students are expected to dress within the bounds of common decency. Because the Fourteenth Amendment guarantees our students' right to choose the clothes they want to wear, the school does not interfere with this right except where there is an overriding, legitimate school concern that a student's dress detracts from the learning process or otherwise compromises health, safety, or cleanliness. To that end, student dress must adhere to the following standards:

1. Students are not permitted to wear hoods during the school day. This is a safety precaution, as the hood makes identifying individual students challenging.
2. Hats and other head coverings are allowed if they meet the other requirements set forth in this handbook.
3. Clothing must not have any offensive words that may include, but are not limited to, references to violence, profanity, alcohol, tobacco, sex, or illicit drugs.
4. Dress must not be of a destructive nature or a safety concern
5. We trust our students and their families to understand and apply the decency standard to the students' dress and appearance on a daily. However, the school does maintain the right to address any manner of student dress or appearance that is contrary to these stated requirements.

Students not dressing in accordance with Pembroke High School's policy shall correct the violation. Students unable or unwilling to correct the violation may be placed in In School Suspension for the day.

Displays of Affection

Displays of affection, such as kissing or embracing, which may make others uncomfortable or embarrassed, are not permitted. On the first reported offense, parents/caregivers may be notified, and both students and parents/caregivers informed that any future violations could result in disciplinary action as stated in the *Code of Conduct*.

Internet Responsible Use Policy

Pembroke Public Schools (PPS) provides a wide range of technology resources for student use.

These technology resources are to be used only for educational purposes. This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all the rules and conditions listed, as well as those given verbally by PPS teachers and administrators, and to always demonstrate good citizenship and ethical behavior.

Student Responsible Use

1. I Am Responsible for My Computer Account and Email Account:

- I understand that passwords are private and that I should not share my password with anyone.
- I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password or try to use that of others.
- I understand that I will be in violation of the law if I attempt to electronically capture another person's password.
- I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

2. I Am Responsible for My Language:

- I will use appropriate language in my email messages, online postings, and other digital communications with others.
- I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.

3. I Am Responsible for How I Treat Other People:

- I will use email and other means of communications (e.g., blogs, wikis, chat, instant messaging, discussion boards, etc.) responsibly.
- I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. I Am Responsible for My Use of The PPS Network:

- I will use PPS computer resources responsibly.

- I will not search, retrieve, save, circulate, or display hate-based, offensive, or sexually explicit material.
 - I will not search, retrieve, save, or circulate images or information about weapons using any PPS computer resources unless authorized by a school administrator/teacher as part of a school assignment.
 - I understand the use of the PPS network for illegal or commercial activities is prohibited.
 - I also understand that school issued devices and accounts are monitored by a filtering program on and off site.
5. **I Am Responsible for My Conduct on All Online Sites:**
- I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers, and administrators.
6. **I Am Responsible to Be Honest While I Am Online:**
- I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g., text, images, audio, or video) in someone else's name.
7. **I Am Responsible for Protecting the Security of the PPS Network:**
- I will not attempt to bypass security settings or Internet filters, use proxies, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.
8. **I Am Responsible for Protecting School Property:**
- I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources.
 - I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e., USB drives).
9. **I Am Responsible for Respecting Other People's Property Online:**
- I will obey copyright laws.
 - I will not plagiarize or use other's work without proper citation and permission.

- I will not illegally download materials protected by copyright including, but not limited to, music and movies.

10. I Am Responsible for Following School Rules Whenever I Publish Anything Online:

- I will follow all guidelines set forth by the PPS and/or my teachers when publishing schoolwork online (e.g., to a website, blog, wiki, discussion board, podcasting or video server).
- I understand that it is unsafe to post any personal information about myself, including but not limited to my name, address, phone number, or school.
- I will not post photos of students with their first and last names on any online site, including but not limited to blogs, wikis, and discussions forums.

As a Pembroke High School student, it's important to remember that the use of the school network and e-mail is a privilege, not a right. The school network and e-mail accounts are owned by the PPS and are not private, and because of that, PPS has the right to access your information at any time. Administrators will decide what conduct is inappropriate use if such conduct is not specified in this agreement.

It's important to notify an adult immediately if a student encounters material that violates appropriate use. PPS technology resources should be used productively and responsibly for school-related purposes and not in such a way that would disrupt the activities of other users. The consequences of student actions could include possible loss of technology privileges and/or school disciplinary action as stated in the Code of Conduct and/or prosecution under state and federal law.

School-Issued Devices

Daily Expectations

The expectation is that you will bring your Pembroke Chromebook to school daily, and that you treat it with care. Your device is to be fully charged before school and kept secure throughout the day. Follow rules and expectations set by your classroom teachers and expectations of the Pembroke Public Schools Code of Conduct.

Device Care

Treat your Chromebook carefully when the device is inside your backpack. Place your device in a backpack that is free of food, liquids, and heavy or sharp objects that may damage the device.

Do not eat or drink around the device because a spill could cause permanent damage. Report any damage or breaks immediately to your teacher. You only get one charger, so please keep track of it.

Damage

Please bring your damaged Pembroke assigned Chromebook to your school as soon as you realize it is broken. Please note that devices must be sent to Pembroke Public Schools for repairs.

Taking

Pembroke devices to any other provider will void our warranty with the device. Some damages are covered by Pembroke technicians and others require us to send the device out for repair. Warranties

don't cover spills in or on the unit, drops, falls, screen breaks, and electrical surges that occur in the

course of the normal intended use of the product. Warranties do not cover cosmetic damage and/or

other damage that doesn't affect the device's functionality or intentional damage.

Damage and Repair Costs

If your child's device is broken beyond the total cost, there will be a replacement fee for the damage depending on device. We have flexible payment options available.

- Screen: \$50.00
- Case: \$50.00 - \$100.00
- Keyboard repair: \$40.00
- Lost charger: \$30.00
- Defacing the Chromebook with stickers or other markings: \$100.00
- Full device replacement: \$300.00

Lost or Stolen Devices

We have options to lock down the device if the device is lost or stolen with directions on where to

return the device. If your device is missing, please let the technology department know ASAP so this process can be started.

Code of Conduct

The public schools in Pembroke follow a progressive discipline philosophy and adhere to the provisions of Massachusetts General Laws Chapter 71, sections 37H, 37H ½ and 37H ¾ as well as 603 CMR 53.00 et seq.

Overview

The types of behavior that will not be allowed in school, on school grounds or athletic fields, at school-sponsored dances, events and trips are identified below. They have been categorized into six groups (A through F) based on the seriousness of the infraction and the resulting consequence.

These rules and regulations may be supplemented by teachers' rules for individual classes, which will be explained to students and posted in the appropriate classrooms. Teachers' rules must be in concert with the Student Handbook and approved by the principal.

Penalties or suspensions will be served on those dates specified by the Principal or Assistant Principals. Suspensions will be served on consecutive days. If a suspension ends on the day prior to a weekend or vacation, then students are ineligible to participate or attend any activities on the following day. When the period of suspension begins before the weekend or vacation but continues after the weekend or vacation period, students are ineligible to participate in activities throughout the entire period.

The suspension of any student shall be used as a disciplinary measure only in the case of a serious offense upon the part of the student or when, in the opinion of the Principal or Assistant Principal, a continuum of offenses makes it necessary to use this kind of action.

Students that are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

Definitions

In School Suspension:

The removal of a student 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 over the course of the school year. Students will have the opportunity to complete work, earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the suspension. Removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.

If, after the principal or their designee has informed the student of the disciplinary charge(s), basis for the charge(s) and has provided the student with the opportunity to respond, they decide that the student has committed the offense in question, an in-school suspension may be issued, not to exceed 10 consecutive or cumulative days.

On the same day as the suspension decision, the principal or their designee shall make every reasonable effort (at least two documented phone calls) to notify the parent(s) of the offense, the reason for the decision and the length of the in-school suspension. On the day of the suspension, the principal or their designee will also provide written notice in English (and in the primary language of the home if a language other than English is identified in the home language survey), or by other means of communication where appropriate, with the same information and inform the parent of the student's right to make continued academic progress. The principal or their designee shall invite the parent(s) to meet in order to discuss the student's performance and behavior as soon as possible.

Out-of-School Suspension:

1. *Short Term:* The removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Students will have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the suspension. Removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.
2. *Long Term:* The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long-term suspension can occur after ten (10) or more cumulative or consecutive school days of short-term suspension, in or out of school. Except for students that are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Chapter 71 § 37H ½, 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 suspension shall extend beyond the end of the school year in which such suspension was imposed. Any student facing a potential long-term suspension is entitled to a hearing with the principal or his/her designee as described below.

School Wide Education Services Plan: A document created by the principal that includes a list of educational services available for students that are expelled or suspended from school for more than ten (10) days. This list includes events and activities which represent the student's opportunity to continue to receive educational services and make progress while suspended or expelled. Plans are available in each school office.

Academic Progress: Any student that is serving any type of suspension, or expulsion, shall have the opportunity to earn credits, as applicable, by making up all schoolwork as needed to make academic progress during the period of his/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.

Any student that 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, which is available in each school office.

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 that can provide more detailed information.

Suspension Procedures

Before issuing a suspension, the principal or designee 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 or expel a 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, and 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. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school-or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school-or district-wide models shall not be considered a direct response to a specific incident.

Short Term Suspensions (10 days or less, in or out of school)

The principal or his/her 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 his/her designee determines that the

student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's short-term suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the suspension decision, the principal or his/her 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 suspension.

On the day of the suspension, the principal or his/her 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, 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 his/her 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 a meeting shall be scheduled on the day of the suspension if possible and, if not, as soon thereafter as possible. If the principal or his/her 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 suspension.

The decision of the principal or his/her designee to issue a school suspension is final, not subject to appeal, and not to exceed ten (10) days consecutively, or cumulatively during a school year.

Long Term Suspensions

The principal or his/her 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 is long-term suspension from school, the principal or his/her designee shall afford the student additional rights as described below in addition to those rights afforded to students that may face a short-term suspension from school, which are described above. All students facing out-of-school suspension shall have the right to oral and written notice.

Notice

Prior to suspending a student, the principal or his/her 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 a language other than English is identified in the home language survey, or by other means of communication where appropriate. The notice will 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 or his/her 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;
- 5) the date, time, and location of the hearing;
 - 6) the right of the student and the student's parent(s) to interpreter services at the hearing if needed to participate;
 - 7) if the student may be placed on long-term suspension following the hearing with the principal, the principal must inform the student and the parent of:
 - a. the rights set forth in 603 CMR 53.08(3)(b); and
 - b. the right to appeal the principal's decision to the superintendent.

The principal or his/her 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 his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her 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 and/or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Principal Hearing

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

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

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 deciding 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 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;
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.

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

Based on the evidence, the principal 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 his/her designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

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: 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.

Superintendent's Appeal Hearing

A student that is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

The student, or parent, shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension and may, within the five (5) calendar days, 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 his or her discretion, for good cause.

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or

parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

The student shall have all the rights afforded the student at the principal's hearing for long- term suspension.

The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 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.

The decision of the superintendent shall be the final decision of the school district regarding the suspension.

Exclusion/Expulsion

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion

include, but are not limited to, the following:

- a. Any student that 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 that 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 that 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 his/her discretion, decide to suspend rather than expel a student that has been determined by the principal to have violated either paragraph (a) or (b)

- d. Any student that has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her 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 that is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal.
- g. Any student that 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

Pursuant to Massachusetts General Laws Chapter 37 H ½, 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 of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the principal if he/she 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 this right to appeal and the reasons for such suspension taking effect
- b. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in

writing of his/her request for an appeal no later than five (5) 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 (3) 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 (5) calendar days of the hearing. Such decision shall be the final decision of the school district regarding the suspension.

- c. 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 may expel said student if he/she 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/her 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.
- d. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five (5) 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 (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district regarding the expulsion.
- e. Any student that is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make

academic progress during the period of his or her removal.

- f. Any student that is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school- wide education service plan.

Emergency Removal

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school.

The principal or his/her 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 his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her 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:

- 1) 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 that may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b).
- 2) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2).
- 3) Provide the student an opportunity for a hearing with the principal or his/her 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.
- 4) 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.

Procedural Requirements for Discipline of Students Not Yet Determined Eligible

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:

- The parent had expressed concern in writing; or the parent had requested an evaluation; or
- District staff had expressed directly to the supervisory personnel 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.

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 that student receives all procedural protections subsequent to the finding of eligibility.

Discipline Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. The Department of Education Policy on Disciplining Students with Special Needs requires that the team evaluation determine the student's disability that requires modification of the rules and regulations as outlined in the student handbook. The following additional requirements apply to the discipline of students with special needs:

1. The I.E.P. or 504 Plan for all students with disabilities will indicate whether the students can be expected to meet the school's *Discipline Code* or if the students' handicapping condition requires a modification;
2. Suspension is defined as a day in which special needs/504 students are denied the opportunity to participate in the general education curriculum and special needs services as a result of not complying with the rules and regulations outlined in the student handbook;
3. When it is known that the suspension(s) of students with disabilities will accumulate to ten days in a school year, a review of the I.E.P. or 504 Plan will be held to determine the appropriateness of the students' placement or program. The team will make a finding as to the relationship between the students' misconduct and their handicapping condition and either: a) design a modified program for the students or b) write an amendment to provide for the delivery of

special education services during the suspension and any modification of the I.E.P. or 504 Plan relative to the school's *Discipline Code*;

4. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. When a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP "a manifestation determination;"
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
6. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days.
 - a. On its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. On the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

7. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when the student has been placed in an interim alternative educational setting in accordance with part 5, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement;
8. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural

safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Categories for Violations of the Code of Conduct

All suspensions, exclusions or expulsions listed within the consequences of each category listed below shall be in accordance with the above stated procedures regarding student discipline.

Group A: Driving

1. Failure to operate a motorized vehicle in a safe manner on school property
2. Failure to follow the student driving/parking regulations
3. Being in an automobile during school hours without authorization from an administrator

Consequence:

First Offense: Detention or Extended Detention.

Subsequent Offenses: In addition to above consequences, students may lose parking privileges and run the risk of progressive discipline, including ISS/OSS.

Group B: Attendance

1. Failure to sign in when tardy after. 7:40 a.m.
2. Being in an unauthorized or restricted area
3. Cutting class(es). A loss of credit for all work will result for class(es) missed.
4. Truancy (absence from school without parental/caregiver permission.
5. Excessive tardiness

Consequence:

First Offense: Detention or Extended Detention.

Subsequent Offenses: Progressive discipline will be applied, including ISS/OSS not to exceed three (3) days.

Group C: Classroom Disruptions

1. Failure to report for a teacher or office detention.
2. Behavior that disrupts the educational process (e.g., inappropriate physical contact, misuse of school equipment, disrespectful treatment of school property, dress code violations, the inappropriate use of cellular phones or portable electronic devices, etc.).
3. Non-compliance with any reasonable request from any member of the school staff. Students are to respond in a courteous and respectful manner. When doubt exists as to the reasonableness of a request from a staff member, students are encouraged to consult with a school administrator after compliance with the request.
4. Failure to identify oneself or giving false information upon request by any member of the school staff.

5. Selling unauthorized goods in the building, like water, candy, etc.

Consequence:

First Offense: Detention, Extended Detention.

Subsequent Offenses: Progressive discipline will be applied, including ISS/OSS not to exceed three (3) days.

Group D: Serious Behaviors

1. Actions and/or comments that may threaten or incite others to disrupt the good order of the school and/or endanger a person(s) or property.
2. Failure to consent to a search of personal belongings (Please see "Student Searches" on p. 39)
3. Unauthorized taking of a photograph, video, or audio recording.
4. Embarrassment of a staff member or other member of the school community which is of an abusive nature.
5. Participation in the act of hazing, which is any conduct or method of initiation into any student organization or team that endangers the physical or mental health of a student or staff member.
6. The use of racial, religious, ethnic, or sexual slurs which disrupt the good order of the educational process, school, or co-curricular activities.
7. Bullying of any student
8. Harassment of any student or staff member (Sexual Harassment see Category F).
9. Fighting. It is the responsibility of students claiming self-defense to prove that they had no route of escape.
10. Assault and/or battery of another student.
11. Leaving school grounds without permission.
12. Forging, altering, or willfully misusing a school related document, a school record, or any form of parental communication.
13. Inappropriate behavior, including profanity, gestures or other forms of symbolic expression which disrupt the good order of the educational process, school, or co-curricular activity.
14. Obscene or vulgar behavior directed towards an adult which is inappropriate, and/or disruptive to the good order of the school or any related school event.
15. Failure to comply with a reasonable request or directive from an administrator that is intended to ensure student safety and well-being or to prevent significant interruption to learning.

Consequence:

First Offense: OSS not to exceed five (5) school days. Extended detentions and/or ISS can be applied in lieu of, or in conjunction with OSS, at the discretion of the principal or his/her designee.

Subsequent Offenses: Progressive discipline may be applied, including but not limited to long term out of school suspension and/or expulsion.

When necessary, Pembroke Police Department, and/or other agencies may be contacted. Leadership roles in athletics, co-curricular and student government may be terminated.

Parking decals may be forfeited for the remainder of the school year.

Possible social probation. Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity including athletics. Seniors are reminded that social probation includes Senior Activities, the Prom, Senior Awards Night, and Graduation. The length of the social probation is at the sole discretion of the principal or his/her designee.

Consideration of the student undergoing counseling (at their expense), regular visits with their guidance counselor and community service.

E-Banned/Illegal Substances

1. Possession of any tobacco/nicotine product, electronic cigarettes, vaping equipment, and/or lighters or matches.
2. Smoking and/or using smokeless tobacco/nicotine product including electronic cigarettes and vaping.
3. Setting off a fire alarm will result in a 1-day OSS and restitution to the Pembroke Fire Department.
4. Distributing/purchasing alcohol or any nicotine or tobacco product, including vaping materials
5. Possessing, using, or being under the effect of alcohol.

Consequence:

First Offense: OSS not to exceed five (5) school days per offense. Extended detentions and/or ISS can be applied in lieu of, or in conjunction with OSS, at the discretion of the principal or his/her designee.

Subsequent Offenses: Progressive discipline may be applied, including but not limited to long term suspension and/or expulsion.

When necessary, Pembroke Police Department, and/or other agencies may be contacted. Leadership roles in athletics, co-curricular, and student

government may be terminated. Parking decals may be forfeited for the remainder of the school year.

Possible social probation. Social probation means that a student may not attend or participate in any voluntary school –sponsored function or activity including athletics. Seniors are reminded that social probation includes Senior Activities, the Prom, Senior Awards Night, and Graduation. The length of the social probation is at the sole discretion of the principal or his/her designee.

Consideration of the student undergoing counseling (at their expense), regular visits with their guidance counselor, and community service.

Note #1: Possessing alcohol: The operator of the car is considered to be in possession of alcohol when found in the vehicle. Passengers are considered to be in possession of alcohol when found in the passenger area of the vehicle or if it is established that the passenger knew that alcohol was being transported in any area of the vehicle other than the passenger area.

Note #2: When determining possible alcohol use by a student during the school day, or at a school-sponsored event or function (such as school dances, athletic events, music performances, etc.), the safety of all students is the primary concern. If PHS administrators have a reasonable suspicion that a student has consumed alcohol, they may aid their assessment of the student by using a breath alcohol-testing device to indicate the presence or absence of alcohol. PHS administrators maintain the discretion to use, or not use, a breath alcohol-testing device as its sole determining factor when assessing whether a student has consumed alcohol. Students that test positive for consumption of alcoholic and/or intoxicating beverages will be subject to disciplinary action outlined above in “Group E.”

Note #3: Any items, products, or paraphernalia found in the possession of a student while on school grounds or at a school function or activity will be confiscated and turned over to the police or destroyed. This includes vaping and e-cigarette products.

F-Serious Illegal/Criminal Activity:

1. Any form of gambling.
2. Possession and/or dissemination of sexually explicit content, including but not limited to photographs or videos (“sexting”).
3. Violation of the district’s Sexual Harassment or Bullying Prevention Policies.
4. Theft of school or personal property or receipt of such stolen items including, but not limited to, possession of an answer key, teacher manual, or test not yet taken.
5. Obtaining money, material goods, or favors by threat of physical harm.

6. Willful destruction or damage to school or personal property.
7. Possessing drugs (illegal or prescription. ***) or drug paraphernalia (including marijuana, any marijuana product, THC-based vaping product
8. Using or being under the effect of illegal drugs or prescription drugs that have been misused or illegally obtained.
9. Distributing/purchasing drugs: illegal or prescription. ***

Consequences:

First Offense: OSS not to exceed ten (10) school days. Extended detentions and/or ISS can be applied in lieu of, or in conjunction with OSS, at the discretion of the principal or his/her designee. Restitution for damages or loss (if applicable) will be required.

*** Possessing drugs, including marijuana, is considered a violation of M.G.L Chapter 71 Section 37H (see page 50 Expulsion/Exclusion). As such, a first offense of these violations could be OSS in excess of ten (10) days, including long term suspension or exclusion.

Note #1: Possessing Drugs: The operator of the car is in possession drugs when found in the vehicle. Passengers can be in possession of drugs when found in the passenger area of the vehicle or if it is established that the passenger knew that drugs were being transported in any area of the vehicle, including but not limited to the passenger area.

Note #2: Any items, products, or paraphernalia found in the possession of a student while on school grounds or at a school function or activity will be confiscated and turned over to the police or destroyed.

Note #3: Included in the definition of drugs and banned/illegal substances are all marijuana- based products, including THC and CBD products.

Subsequent Offenses: Progressive discipline may be applied, including but not limited to long term suspension and/or expulsion.

When necessary, Pembroke Police Department, and/or other agencies may be contacted. Leadership roles in athletics, co-curricular, and student government may be terminated. Parking decals may be forfeited for the remainder of the school year.

Possible social probation. Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity

including athletics. Seniors are reminded that social probation includes all senior activities (Prom, Graduation, etc.). The length of the social probation is at the sole discretion of the principal or designee.

Consideration of the student undergoing counseling (at their expense), regular visits with their guidance counselor, and community service

G-Threatening Behaviors:

1. Act of arson (i.e., setting something on fire), or the use of explosives (including fireworks).
2. Bomb threat or false fire alarm.
3. Any credible threat made to a staff member.
4. Any threat made against the school or that in any way threatens to disrupt the safety of the school or the student body.
5. Possession of a weapon (NOTE: Any weapon deemed dangerous by the Pembroke Police Department is a violation of M.G.L. Chapter 71, Section 37H – see p. 50)

Consequences:

First Offense: Possible long-term suspension (see page 46).

Subsequent Offenses: Progressive discipline may be applied, including but not limited to long term suspension and/or expulsion.

When necessary, Pembroke Police Department, and/or other agencies may be contacted. Leadership roles in athletics, co-curricular, and student government may be terminated. Parking decals may be forfeited for the remainder of the school year.

Possible social probation. Social probation means that a student may not attend or participate in any voluntary school –sponsored function or activity including athletics. Seniors are reminded that social probation includes Senior Activities, the Prom, Senior Awards Night, and Graduation. The length of the social probation is at the sole discretion of the principal or his/her designee.

Consideration of the student undergoing counseling (at their expense), regular visits with their guidance counselor, and community service

Group H: Students Charged with or Convicted of a Felony (M.G.L Chapter 71, Section 37H ½):

Please see page 51.

Students That Continue to Act Inappropriately

When all other methods of discipline have failed to bring about the desired change, and the student continues to act inappropriately, the administration can invoke progressively stronger measures that may include additional suspension, long term suspension or possible exclusion/expulsion from Pembroke High School.

Investigations and Student Locker Searches

From time-to-time school officials will use their discretion to conduct investigations and searches based upon reasonable suspicion. School lockers are the property of the school department. The right of inspection of students' school lockers is inherent in the authority granted to School Committee members and administrators. This authority may be exercised as needed in the interest of safeguarding children and school property.

Interview by Police during School Hours

Whenever possible, the interviewing of students in connection with investigations by the Police Department should be conducted away from the school and after school hours.

When, in the opinion of the Police Department, it becomes necessary to interview a student at the school during school hours, parents/caregivers of the student shall be advised by the school administrator that such an interview is contemplated and that the parent/caregiver may attend the interview if he/she so desires.

A student being interviewed by the police is to be granted full constitutional protection by being advised by the police officer of his/her full rights and responsibilities under the existing law in the presence of an administration.