Dudley-Charlton Regional School District

2026-2027

MIDDLE SCHOOL HANDBOOK

Charlton Middle School Dudley Middle School

"...to advance the knowledge and well-being of our children and our community."

The Principals' Letter

Dear Students, Parents, and Guardians:

Welcome to Dudley and Charlton Middle Schools! We are excited to begin a new school year with you and look forward to all that the year will bring.

The middle school years are an important time of growth, discovery, and new opportunities. We encourage all of our students to make the most of their experience by getting involved in their classes, school activities, clubs, and other opportunities throughout the year. We also know that students are most successful when schools and families work together, and we deeply value the partnership and support of our parents and guardians.

The Middle School Handbook is an important resource for students and families. It outlines our school expectations, policies, and procedures and is designed to help create a safe, respectful, and supportive environment where all students can learn, grow, and thrive. The guidelines reflect our shared commitment to providing a positive and developmentally appropriate middle school experience for every student.

We are looking forward to a wonderful year and to working together to support our students. Please do not hesitate to reach out to your middle school with any questions, concerns, or for assistance at any time. We are here to help!

Warmly,

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IMPORTANT DATES

Quarter 1 - Friday, October 30, 2026

Parent Conferences November 5, 2026

Quarter 2 - Friday, January 22, 2027

Parent Conferences March 11, 2027

Quarter 3 - Friday, April 2, 2027

Quarter 4 - Last day of school June 2027 (Currently 15th)

Report Cards will be available on the parent portal on the last day of school.

Schedule may be adjusted due to school cancellations

Report Cards will be available on the parent portal during the week indicated. An email will be sent on the date that the report cards become available.

You can always have access to your child's grades throughout the school year on the parent portal.

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CHARLTON MIDDLE SCHOOL

Colors:

Maroon and Gold

Mascot:

Grizzly Bear

Motto:

Strength
Through
Team Work

DUDLEY MIDDLE SCHOOL

Colors:

Light Blue and Black

Mascot:

Titans

Motto:

Students First

VISION STATEMENT

The Middle Schools in Dudley and Charlton will focus on the unique needs of a learner in transition from childhood to adolescence.

These schools will provide a safe, child-centered environment with enough flexibility to ensure maximum opportunities for all students.

In these schools, teaming will be the foundation for a challenging academic climate, personal and social growth, and parent and community partnerships.

NONDISCRIMINATION POLICY STATEMENT
(Policy 5122.2)
Students
Educational Opportunities
"It is the policy of the Dudley-Charlton Regional School District not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendment."

The Dudley-Charlton Regional School District is committed to ensuring that all of its programs, activities, employment, practices and facilities are accessible to all members of the public. We do not discriminate in or deny access on the basis of race, color, sex, religion, national origin, ancestry, disability, or sexual orientation.

Title IX, Chapter 622 Student Grievance Procedure
Any person who feels aggrieved as a result of policies and practices within the Dudley-Charlton District with regard to educational opportunities regulated by Title IX, Chapter 622 legislation will direct their complaints as follows:

Grievances in regard to educational practices and opportunities shall be directed at first level to the building principal where the student resides.

A resolution of the complaint or grievance will be attempted at that level. If the grievant, be they student or parent, is not satisfied with the resolution or disposition of the complaint with regard to educational opportunities, they shall register their complaint with the superintendent of schools.

If a just and equitable resolution of the complaint is not arrived at the level of superintendent of schools, in terms of educational opportunities, the grievant or the parent of the grievant shall request to be placed on the agenda of the most appropriate and convenient school committee meeting.

Upon reviewing the matter of grievance, the school committee shall uphold the complainant or make suggestions to modify and resolve the problem or shall uphold any decisions rendered by the administration and superintendent of schools at this point. This decision by the school committee and its reasons for its decision shall be rendered in writing to the complainant.

BULLYING, HARASSMENT and THREATENING BEHAVIOR

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
POLICY - JICFB *(updated from A - Bullying)*
Bullying Prevention
The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.
"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.
Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.
Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.
For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.
Bullying is prohibited:

- On school grounds;

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

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

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

Prevention and Intervention Plan

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

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

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

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

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

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

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

Investigation Procedures

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

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.
Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.
Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.
Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.
The bullying prevention and intervention plan shall be posted on the school district website.

SCHOOL DAY AND SCHOOL SPONSORED ACTIVITIES

The rules and regulations contained in this handbook apply during the school day, at extracurricular activities and at school sponsored events/activities.

Students who are eligible to participate in extracurricular activities must meet the following criteria:

- Attend school the day of all activities;
- Not have received a suspension or detention assigned the day of the activity;
- Membership in a team sport or on-going club activity may require team/ teachers' recommendation and contract if academic and behavior performance is less than satisfactory.
- To participate in interscholastic sports at grades 7 and 8 will require a passing grade in all core major subjects.

VISITORS

All visitors must ENTER THROUGH THE MAIN ENTRANCE. They will be admitted by using the voice/video entry system. They must sign in at the main office and receive a visitor's badge. This badge must be worn in the school at all times.

Badges must be returned when a visitor leaves the building.

SCHOOL CANCELLATIONS/DELAYS

School cancellations due to inclement weather will be posted on the District website (www.dcrsd.org) and notifications sent to parents, faculty, staff, via email and/or text notification.

ATTENDANCE

Regular and consistent attendance is essential to learning and to improving the achievement of all students. The goal of the student attendance policy is to promote consistent, daily school and class attendance. The expectation is that all students will have, at a minimum, at least ninety five percent (95%) attendance in school and in each class during each school day.

In supporting student achievement, punctuality and attendance at school are recognized as the primary responsibility of the student and the parent/guardian. However, the school, through its attendance policy, intends to monitor and ensure regular attendance.

State law requires the Dudley-Charlton RSD to investigate cases of excessive school absence. For this purpose, the Committee defines excessive absence as more than ten (10) unexcused absences per school year. All absences (even those authorized by parents/guardians) are considered unexcused unless the required documentation is provided.

Therefore, students may be excused temporarily from school attendance for the following reasons:
• Illness or quarantine (with a doctor's note)
• Bereavement or serious illness in family
• For observance of major religious holidays
• Legal (with documentation from the court, lawyer etc.)
• Other - a student may be excused for other absences with approval from the school principal.

Documentation for the above absences should be provided to the school principal or designee within five (5) school days of the absence. Documentation provided after ten (10) school days may require a meeting with a principal or designee.

Additionally, principals or designee must ensure that notification is provided to the parent or guardian of a student who has five (5) or more unexcused absences within a school year. School principals, or a designee, must make a reasonable effort to meet with the parent or guardian of a student who has ten (10) or more unexcused absences to develop a plan that includes the specific action steps necessary to address the student's poor attendance. The plan, including the action steps, shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent or guardian, and may include suggestions from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

In a case where parents or guardians are unresponsive to the school administration's efforts to develop a plan and implement action steps designed to address poor attendance, or in the case where a plan is in place and poor attendance continues, excessive unexcused absences will require unilateral assessment and intervention by the school administration. Interventions may include involvement of a School Resource Officer and the Dudley or Charlton Police Department, case management services, and service referrals. In situations in which attendance does not improve despite additional intervention by the school administration, the school may take one or more of the following actions:

- A Failure To Send, Criminal Complaint, against the parent will be sought at the District Court
- A 51A for parental neglect will be filed with the Department of Children and Families
- A Child Requiring Assistance (CRA) application may be submitted to the Trial Court of Massachusetts Juvenile Court Department.

Reference DCRSD Policy JE

ABSENCE BEING CHECKED

The Middle schools in the Dudley-Charlton Regional School District have implemented Project ABC (Absence Being Checked). The purpose of this project is to:

- confirm with parents the absence of the child from school.
- attempt to ensure the safety of Middle School students.
- continue to develop, extend, and enhance the lines of communication between the home and the school.

In the event of student absence from school, we ask for your cooperation. PLEASE CALL THE SCHOOL OFFICE TO REPORT YOUR CHILD'S ABSENCE prior to 9:00 A.M. Between 9:00 –10:00 A.M. a call from the school will be made to the home of any student whose absence has not been reported.

In addition:

- During school hours if you are going to pick up your child for any reason, you must notify the front office via phone or email
- Students should not arrive or be dropped off at school prior to 7:30 A.M.

Absenteeism due to Family Vacations

Absenteeism due to family vacations are considered unexcused absences and are counted towards accumulated absences. The following procedures should be followed if a vacation time is planned during scheduled school days:

- A vacation notification form should be completed prior to departure.
- Class work that the student misses during this time period will be saved and given to the student upon their return from school or provided to the student beforehand upon parental request and agreement by the teacher.

APPEAL

After a student has exceeded his/her allowable absences, a parent may request an appeal for review in order to re-examine the specific conditions relating to the individual case. Requests for review must be made in a timely fashion and no later than May 1st of the current school year. The principal will review the material presented and may determine the absences to be valid for unusual or extenuating reasons.

PROMOTION

Students must pass all core courses (language arts, math, social studies, science and reading, literacy/foreign language), or make up the subject in summer school, if available, to be eligible for promotion to the next grade. Students who fail any Unified Arts class will be subject to review by the Principal before promotion is recommended.

For purposes of promotion, students who have more than **12 absences** for the year from a core course and have not met the criteria for an appeal may be required to make up the course(s) in summer school to be considered for promotion.

It should be noted that no more than two (2) subjects can be completed in summer school and only with prior administrator's recommendation. The summer school grade will not replace the final grade. However, it will be noted on the transcript and used for promotion purposes. A minimum grade of 75 in the summer school course is required for promotion purposes.

MAKEUP WORK

If a student is absent from school, due to illness or family emergency, he/she will have one (1) day more than the number of days absent to complete makeup work [days = school days]. Serious/long term absences will be referred to the principal for a schedule of schoolwork.

Students who are absent from school more than 3 days due to illness should request work to be sent home.

Students who are absent from school for extended periods will be given their schoolwork in advance of their absence as requested. All assigned work **will be due at teacher discretion**. **Additional assignments** may have been given in school during the absence; these will be given to the student upon his/her return to school for completion in a timely manner. Students who have been absent are encouraged to schedule some review time with their teachers for follow up. Parents are encouraged to contact teachers if there are any questions. Requests for work prior to the absence should be made **no less** than 48 hours before the anticipated absence.

Students leaving for extended periods of time must get their assignments beforehand and all work will be due one day after their return. Students may receive a "0" for incomplete assignments.

TARDIES/EARLY DISMISSAL

Students who come in late to school must upon entering school, check in with the main office and obtain a late slip.

If the student fails to bring in a note, a parent will be notified.

Unsubstantiated tardies in excess of eight may result in a parent conference and/or after school detentions.

Students who are being dismissed early must:

- bring in an acceptable note or send an email signed to the front office with the following information:
  1. Student name
  2. Reason for dismissal
  3. Time of dismissal
  4. Person picking up student and a telephone number to confirm if necessary

- bring this note to the main office or homeroom teacher, as per school practice, during homeroom

Parents and guardians are required to pick up their children at the middle school main office. People picking up students will be required to show a picture ID and sign out the student.

DRESS CODE

DCRSD respects individual rights of expression, however it is expected that students will dress appropriately in school with consideration for public sensibility with an emphasis for a safe and orderly environment. Clothing and personal appearance should reflect self-respect and respect for others. The following dress code is not meant to be restrictive, but is intended to guide students and their parents/caregivers in choosing clothing that is safe and appropriate to wear in school. Students may dress in a manner reflecting current style and fashion; however, manner of dress may not be distracting or disruptive of the educational process. Lastly, we expect that all students will dress and groom themselves neatly in clothes that are suitable for school activities. Students will adhere to the following

- Students are expected to discuss with caregivers what is appropriate to wear to school and what is not. Clothing that exposes underpants or private parts (must also not be see-through), no bare midriffs, shorts/skirts/dresses may be no higher than mid-thigh are inappropriate for the school community.

- Any clothing that promotes violence or hate speech (symbols or insignias), drugs, tobacco, alcohol, or any other vulgar symbol/text is strictly prohibited. Moreover, any clothing with wording or symbols that creates a substantial disruption in the school ecosystem will result in the student being asked to change outfits.

- Clothing must comply with a student's science labs and physical education classes. Teachers will review what clothing is appropriate for those specific situations.

- Items such as coats, outerwear, and hats are allowed to be worn by the student body as long as they do not overtly hinder the identification of one as a student. For safety purposes, we must err on the side of caution. If a hat or coat contradicts the identification of one student, the student will be asked to remove said clothing.

- We encourage students to embrace their racial, ethnic, or religious identity in their outfits. Items such as bonnets, durags, jewelry, bandanas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their racial, ethnic or religious identity, speak out and address the issue with the administration.

The administration reserves the right to decide whether certain clothing is appropriate for school. Parents will be notified and students will be asked to change their clothing if deemed inappropriate. If a student refuses to change or a parent is unable to bring in appropriate clothing, a student may be asked to serve the remainder of the day in an area designated by administration (i.e. Guidance suite, In-school suspension area, nurses office, auxiliary classroom) or may be sent to the nurse ***and/or guidance*** to get appropriate clothing. Repeat offenses may result in parent conference and/or more serious consequences.

Please practice common sense when it comes to choosing outfits. The dress code is a thin line between suitability and inappropriateness. When in doubt, always edge to the side of suitability.

Dress Requirements for Physical Education. In order to receive credit for Physical Education, students must wear appropriate clothing for physical activity, including t-shirt or sweatshirt, shorts, sweatpants, or wind pants, and sneakers. No clothing with zippers, loops, straps, or other potentially unsafe attachments will be considered acceptable.

GRADING

Grades in core courses (English / language arts, math, social studies, science) are registered in numeric form. Passing grades will range from 60 to 100. Failing grades are 59 and below.

Unified Arts classes (physical education, health, computer, STEM, Spanish, art, and music) and Reading/ literacy are graded using the following designations:

- Pass with Excellence (PE)
- Pass (P)
- Needs Improvement (NI)
- Fail (F)

CHEATING

Cheating is an act of dishonesty that is not acceptable in society. Any form of cheating will not be tolerated at the middle schools. This includes obtaining answers by any means not accepted by the teacher, as well as giving or receiving information. It also includes plagiarism or copying another's work and submitting it as if it were the original work of the student.

Use of generative AI tools will only be allowed for an assignment with prior teacher approval. If the teacher permits the use of an AI tool, and if it is utilized by the student, the student must cite the source and treat it like any other cited material that is not their own.

Students will receive a grade of "0". Parents and counselors will be notified. Additional offenses will result in a parent conference and further consequences.

HONOR ROLL

As soon as possible after each quarterly marking period, an honor roll will be published. This list is posted in the main office, the grade level floors, the guidance office, and the hallway recognition board for one week prior to publication in the newspaper. It is the individual student's responsibility to verify whether or not his/her name is properly listed.

The Honor Roll will be calculated using the following guidelines:

Middle School High Honors

- Minimum average of 93 in core subjects
- No grade below 90 in any core subject
- No mark of needs improvement or failure in any other class

Middle School Honors

- Minimum average of 83 in core subjects
- No grade below 80 in any core subject
- No mark of needs improvement or failure in any other class

LOCKERS/BACKPACKS

All students will be assigned corridor lockers. Students will be held responsible for the condition of the locker. Students should not share their locker combination with anyone. No valuables should be stored in a student locker.

Lockers are the property of the middle school and are provided for student convenience only. The school reserves the right to inspect and/or search the locker and its contents if the administration has reasonable grounds to believe that it contains materials contrary to the best interests of the school and/or student body.

Students will be responsible for the replacement of damaged locks or lockers. **Locker privileges may be revoked if misuse occurs.**

Backpacks/book bags are to be stored in the student's locker during the day. Students will not be allowed to carry book bags, backpacks or bags of any kind during the school day unless travelling to and from lunch or physical education classes or at the discretion of the administration.

TEXTS AND SCHOOL MATERIALS

Every attempt is made to issue to each student textbooks which are in good condition. If these books are damaged, defaced, or lost, the student is required to pay for them. All books should be covered immediately and remain covered throughout the year. A student is responsible for all books, materials, and equipment issued to him/her. If the item issued to the student is misplaced, stolen, or damaged, the student will be required to pay for the item(s). The school is not responsible for lost, stolen, or damaged items belonging to the student.

MEDICATION POLICY

The individual school nurses will be permitted to administer medication, prescription and/or non-prescription, only when the following requirements are met:

1. Prescription medication must be in a pharmacy labeled container bearing the child's name, name of medication, dosage, time of administration, name of physician and date of prescription.
2. A written, signed and dated letter from a physician authorizing administering of all medication (prescription and non-prescription) is provided.
3. All medication will be brought to the nurses by a parent or guardian.
4. Psychotropic drugs may be administered at school only after the proper certification by the Massachusetts Department of Public Health. Not more than one month's supply may be kept at the school.

Self-medication is strictly forbidden. No medication, including non-prescription will be dispensed at the school unless the above procedures are carried out.

INJURIES

Medical documentation should be provided for any student who has sustained an injury for which school accommodations are necessary.

GUIDELINES FOR KEEPING SICK CHILDREN HOME FROM SCHOOL

Each day many parents are faced with a decision: should they keep their sick children at home or send them off to school? Often the way a child looks and acts can make the decision an obvious one. The following guidelines should be considered when making the decision:

Fever. The child should remain at home with a fever greater than 100°. The child can return to school after he/she has been fever free for 24 hours (without fever- reducing medicine such as Tylenol or Motrin).

Diarrhea/Vomiting. A child with diarrhea and /or vomiting should stay at home and return to school only after being symptom-free for 24 hours, unless otherwise specified by the school nurse or licensed health care provider.

Conjunctivitis. Following a diagnosis of conjunctivitis, the child may return to school 24 hours after the first dose of prescribed medication and if there is no eye discomfort.

Rashes. Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the child's return to school.

Strep Throat. A student that has been diagnosed by a physician with strep throat– the student may return to school 24 hours after the first dose of prescribed medication was administered and is fever free for 24 hours (without fever-reducing medication such as Tylenol or Motrin).

ACCIDENTS

Report all accidents on school property to the supervising staff member or the nearest teacher. The school nurse will attend to accidents and file an accident report.

ELECTRONIC DEVICES

All electronic devices (phones, computers, smartwatches, Airpods, tablets, etc.) are allowed to be brought to school and should be turned off, or put on Silent-Mode, in their locker. Personal electronic devices may be used freely before or after school academic hours as long as the student is adhering to the Acceptable Use Policy (Page 42-46). Personal electronic devices should not be utilized during class time unless they serve an educational purpose and are approved and directed by a teacher to do so. It is prohibited for students to use any and all electronic devices during passing time and/or restroom breaks. Any such devices not adhering to the Acceptable Use Policy and/or not being used for an educational purpose that are approved and directed by a teacher will be confiscated and the discipline guideline found on page 37.

Video recording, audio recording, and body-worn cameras are strictly limited in order to protect privacy, maintain a safe and orderly school environment, and comply with applicable law.

Students are not permitted to wear or use body-worn cameras, SMART/AI/Meta Glasses, or other continuous recording devices at any time on school grounds, on school transportation, or at school-sponsored activities.

The use of video or audio recording on personal electronic devices, including cell phones, smartwatches, and tablets, is generally prohibited during the school day and permitted only with prior approval from school administration. Students may not record other students, school staff, classrooms or instructional activities, hallways, offices, or other non-public school spaces. Recording is never permitted in restrooms, locker rooms, health offices, or any location where there is a reasonable expectation of privacy.

Unauthorized audio recording is prohibited under Massachusetts law, which requires consent for the recording of oral communications. Unauthorized video recording may also implicate privacy rights. Any device used in violation of this section may be seized and held in the main office for retrieval by a parent or caregiver. Violations may result in disciplinary action consistent with the Student Code of Conduct.

The administration may work with a student's parent or caregiver to establish a personal electronic device plan when misuse of recording technology becomes a concern.

However, the school's administration reserves the right to restrict the use of electronic devices if they believe they are

having a detrimental impact on the safety or operation of the school. If the decision is made to restrict students from using these devices during these times, appropriate notice will be provided to the student body. Depending on the nature of the incident, a warning could be issued. Students who use an electronic device in an inappropriate context will be directed to turn that device into the main office where it will be confiscated and held at the office for claiming by a parent or caregiver. Additionally, administration reserves the right to work in conjunction with the student's parent/caregiver to create a personal electronic device plan for a mutually agreed upon timeframe to ensure proper etiquette. Refusal to turn in an electronic device will result in disciplinary action, including, but not limited to,Office Detention and/or in-house suspension.

IMAGE ALTERATION

Students cannot intentionally alter any likeness of any member of the DMS/CMS school community using any form of image alteration programs (such as, but not limited to, DeepFake/FaceSwap/ReFace, etc.) in an effort to discredit, harass, bully or intimidate that individual. If applicable, the Harassment/Sexual Harassment and/or Bullying policy may come into effect, and the offense will be reported to the local police department if warranted.

SPECIAL CONDITIONS

If there are restrictions and /or special conditions regarding parental and/or other contact with a student, medical needs, etc. it is the responsibility of the custodial parent to make the school aware of the situation. These restrictions or special conditions must be submitted in writing and kept on file at the school.

LOST AND FOUND

An article that is found should be turned into the lost and found. Students who lose articles should check with the office as soon as possible. However, the school assumes no liability for lost or stolen items. Lost and found items will be donated to local charities at the end of each quarter.

CAFETERIA AND FOOD IN THE ACADEMIC AREAS

Students are expected to be courteous during lunch. Students are to talk and not shout in the cafeteria and maintain appropriate personal space between peers. Students are responsible for the condition of their area and are expected to leave the cafeteria clean. Students are not allowed to bring food or drink outside of the cafeteria without permission.

ENERGY DRINKS

In recent years, we have seen an increase in middle school students' consumption of highly-caffeinated beverages often referred to as "energy drinks." Due to the adverse effects these beverages can have on middle school aged children (such as increased heart rate and blood pressure, dehydration, nervousness, irritability and insomnia), beverages such as Red Bull, Monster, Rock Star, Venom and others are not permitted on school grounds, buses or any school sponsored activities. In addition, students will not be permitted to bring to school any coffee-based products.

GAMBLING

Gambling will not be permitted at any time.

SELLING OF ITEMS

The selling of any items, unless a school-sponsored fundraiser, is prohibited at any time.

SKATEBOARDS, ROLLER BLADES, and any similar EQUIPMENT

Students are not allowed to use skateboards, roller blades or similar equipment within school buildings or on school property during school hours. The only exception will be if such equipment and students are under the direct supervision of a teacher **and/or** the activity is part of a class.

STUDENT RECORDS

The middle schools adhere to all federal and state regulations concerning the maintenance and access to student records.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

GENERAL COMPLAINTS FROM THE COMMUNITY
Policy KE

The school committee realizes that in order to continuously attempt to create and maintain schools that reflect the public's wishes, a system needs to be in place for receiving, considering and acting upon complaints from the community.

Although no member of the community will be denied the right to have his/her complaints heard and investigated, he/she will be referred through the proper administrative channels for solution before investigation or action by the committee is considered. Anonymous complaints will be disregarded.

The school committee believes that complaints are best handled and resolved as close to their origin as possible, and that professional staff should be given every opportunity to consider the issues and attempt to resolve the problem. Therefore, the proper channeling of complaints will be as follows:

Level 1 – Teacher (move to level 2 if applicable, non-applicable or unresolved),
Level 2 – Principal or principal's designee and teacher (move to level 3 if unresolved)
Level 3 – Superintendent, principal and teacher (move to Level 4 if unresolved and if applicable)
Level 4 – School Committee (if applicable).

Upon written receipt of such complaint and all action taken thus far, the school committee and the superintendent shall confer as to whether the issue presented is one within the jurisdiction of the school committee under Massachusetts General Laws.

Complainants should be aware that the school committee does not hire, fire or discipline any school employee other than the superintendent, assistant superintendent or administrator of special needs

In the event the school committee determines that the complaint is not within its jurisdiction or certain levels have been skipped, it will be referred back through the proper channels.

If the complaint warrants discussion and/or action by the school committee, the complainant shall be informed that the issue will be placed on an upcoming agenda. The school committee will give careful consideration to the problem while affording all involved any legal rights they may have under applicable law and contract, and will inform the complainant of any action taken to arrive at a solution to the extent the release of such information does not abrogate any such right.

Adopted July 10, 2002
Amended February 27, 2013

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS
Policy KEC

It is recognized that opinions differ concerning appropriateness of instructional materials. Occasionally an individual or group may find instructional materials used in the schools in conflict with their views.

The following procedures have been established to provide a system for receiving, considering, and acting upon written complaints regarding instructional materials used by the school district.

All complaints must be presented in writing to the building principal and will include the name of the author, title, the publisher, and the objections by pages and items; or in case of materials other than printed material, written information

specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

When a complaint is received by a principal, the principal will acknowledge the receipt of the complaint and answer any questions regarding procedure. The principal will then notify the superintendent and the teachers involved. The superintendent will determine whether the complaint should be considered an individual request or if a building or district level review committee should be activated to reevaluate the material.

An individual student may be excused from using challenged materials after the parent or guardian has presented written complaint. The teacher will then assign the student alternate materials of equal merit.

The building level review committee shall be under the direction of the superintendent and composed of the building principal and four or more members selected by him or her from school or district personnel directly concerned.

The district level review committee shall be under the direction of the superintendent and composed of five or more members selected by him or her from the administrative and instructional areas directly concerned.

The use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the appropriate review committee but those individuals who have expressed concern may be excused from using challenged materials.

In the deliberations of challenged materials, the review committee may consider among other things the educational philosophy of the school district, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant.

The findings of the building review committee and/or district review committee shall be a matter of written record and transmitted to the superintendent and regional school committee for the final action before a response is made to all interested parties.

GRIEVANCE PROCEDURE

A grievance procedure is a complaint brought by a student or group of students, who feel that a provision of a school regulation has been misinterpreted, applied inequitably or unjustly. When a grievance is alleged, the following procedures should be followed:

1. The aggrieved party should attempt remediation through a conference with the teacher involved. Should this prove unsatisfactory, the grievance may be taken to the guidance counselor.
2. The aggrieved party, if dissatisfied, may present his/her grievance to the principal who, after hearing the facts and after consultation with the teacher, may take any action deemed necessary.
3. If the aggrieved party feels the solution/decision is not agreeable, he/she may appeal to the Superintendent, who after consultation with the Principal, may take any action deemed necessary.
4. Still dissatisfied, the aggrieved party may present the case to the School Committee.

SMOKING AND USE OF TOBACCO
Policy ADC
Smoke-Free Environment

Smoking, vaping, chewing, e-cigarette or other use of tobacco products by staff, students, and members of the public shall be banned from all district buildings. All forms of tobacco use shall be banned from all district buildings. All forms of tobacco use shall be prohibited on all district property. There shall be no smoking/vaping or use of tobacco products on any school bus at any time. In addition, there shall be no smoking/vaping or use of tobacco products by students at any school-sponsored events, even though those events may not take place on school grounds. (This is not to be construed as prohibiting the use of nicotine patches and other products to curb smoking.)

USE OF ALCOHOL
Policy JICH

The possession, serving, or consumption of any alcoholic beverage on school property or at school functions is prohibited.

Those students identified as having been drinking alcoholic beverages prior to attendance at, or participation in, school-sponsored activities will be barred from such activities.

Students attending school, or a school activity, who are in possession of alcoholic beverages, or have been drinking alcoholic beverages, will be suspended from school for a minimum of five school days up to 10 school days. Students selling or possessing with intent to sell any alcoholic beverages on school property, or at any school function will be suspended for 10 school days. A report will be made to the local police authorities of all suspensions under this policy and the incidents relating to the suspension.

A satisfactory conference with the student and his or her parent(s) or legal guardian(s) should take place before the student is readmitted. Conditions must be established and made clear to the student before his readmission. Readmission will include evidence that steps have been or are being taken to seek solutions to the problems which were the basis of the suspension.

TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS
Policy IHAMA

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

DRUGS
Policy JIC

Chapter 133, Sec. 430. The second paragraph of Section 37H of Chapter 71 of the Massachusetts General Laws is hereby amended by inserting after the first sentence the following:

In cases involving the possession or use of weapons, the possession or use of illegal substances, the illegal possession of alcohol, or the use of excessive force, provided that the violation occurs on school property, the principal or headmaster of every school system within each city, town or district shall have the authority to suspend a student, including an indefinite suspension, and no other disciplinary measure adopted as a rule or regulation may inhibit this authority to suspend. Where a student has been suspended by a principal or headmaster under the authority of the previous sentence, the school committee may review such suspension and alter the disciplinary measure after a hearing.

Students attending school or any school activity who are in possession of any illicit drug or have been using any illicit drug, will be suspended from school for a minimum of five school days up to 10 school days. A satisfactory conference with the student and his or her parent or legal guardian should take place before the student is readmitted. Conditions must be established and made clear to the student before his readmission. Readmission will include evidence that steps have been, or are being taken to seek solutions to the problems that were the basis for the suspension.

Students selling, or possessing with intent to sell any illicit drug on school property, or at any school function, will be suspended for 10 school days.

A report will be made immediately to the local police authorities of all suspensions under this policy and the incidents relating to the suspension. In the event that there is a conviction for selling drugs at school, the student will be brought before the school committee for exclusion from school.

Any suspension (pursuant to the provisions herein) shall be a prohibition against such student in attending school, school functions or school-affiliated activities during the period of time of suspension.

If the duration of the suspension exceeds the number of school days left in the school year then whatever days remain on the suspension shall be served at the start of the next school year. When the student involved is a high school senior and the days left in the school year is less than the days remaining under the suspension, then the student shall not be allowed to attend graduation exercises or any other school activities that extend beyond the last school day.

STUDENT CONDUCT
Policy JIC

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a manner that respects the rights and privileges of others. They will be required to respect authority, to conform to school rules as expressed in the student handbook, and to adhere to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to suspension, expulsion, or other disciplinary measures by the principal under the terms of MGL 71:37H:

1. Possession of a dangerous weapon or a controlled substance on school premises or at school-sponsored or school-related events, including athletic games.
2. An assault on a principal, assistant principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic contests.

Any of the following actions will subject a student to suspension or other disciplinary measures:

1. Causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another person except in self-defense.
4. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be outlined in detail in the student handbook and made available to students and parents.

LEGAL REF.: MGL 71:37H
Adopted December 12, 2012

BUS CONDUCT
Policy JICC

The right of students to ride a school bus is contingent upon their good behavior and their observance of established regulations.

The driver of a school bus shall be responsible for the safety of the students on a bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the building principal of the school involved if any student continues to violate the established rules of conduct.

Parents of children whose behavior or misconduct on a school bus endangers the health, safety and welfare of other riders will be notified that their children face the loss of transportation privileges.

A principal may withhold from the student the privilege of riding the school bus for a violation of established regulations. Loss of bus privileges will require parents to arrange transportation to and from school for the duration of the suspension.

Adopted February 7, 1974
Amended April 10, 2002
Amended December 12, 2012

DETENTION

Detentions may be given by teachers or administrators for inappropriate behaviors and will usually last 60 minutes. A 24-hour notice will be given to the student and communicated to parents. This must be signed and returned to the teacher or administrator. Failure to return the notice will result in a call to the parent. Detentions are the first responsibility for all students and take priority over any extracurricular activities or responsibilities. Skipping detentions will result in consequences consistent with the disciplinary guidelines on p. 38.

SUSPENSION (in-school)

In-school suspension may be an option in certain circumstances to be determined by the administration. If a student is assigned to in-school suspension, the student will:

- Get his/her books and school materials and report directly to the in-house room for morning attendance.
- Fill out the forms for assigned work to be sent to the in-house room by team teachers and unified arts
- Work quietly throughout the day, asking for the supervisor's help when needed
- Be prepared with appropriate independent reading if schoolwork is finished.

In- school suspension will not be counted as an absence from class if all assigned work is completed during the day.

Poor behavior while serving an In School Suspension will result in out of school suspension and the In School Suspension time will be completed upon return to school.

For any suspension, the principal of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

PHYSICAL RESTRAINT OF STUDENTS
Policy JKA

In response to recent changes in state law, the Dudley-Charlton Regional School Committee has amended its policy on physical restraint of students. Any questions related to restraint of students may be directed to the Administrator of Special Needs (508-943-6888 x272). The full policy can be found on the district website:

http://www.dcrsd.org/about-dcrsd/district-policies/jka

STUDENT DISCIPLINE POLICY
Policy JK

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

Each principal shall include prohibited actions in the student handbook or other publication and make those provisions available to students and parents/guardians.

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

Suspension

In every case of student misconduct for which suspension may be imposed, a principal shall consider ways to re-engage the student in learning and avoid using long-term suspension from school as a consequence until other alternatives have

been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The principal shall provide both oral and written notice to the student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. The notice shall include the rights enumerated in law and regulation. See 53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H ¾. To conduct a hearing without a parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal (See 603 CMR 53.07)

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

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

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

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

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

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

The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10 and this provision, provided that the principal follows the process set forth in the regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 Days

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

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

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

The principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student. The principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

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

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

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

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

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

If the principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

Superintendent's Hearing

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

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

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

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

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

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

Expulsion

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

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

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

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

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

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE. The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

ALTERNATIVES TO SUSPENSION, RE-ENGAGEMENT, AND REMEDIES (M.G.L. c. 71, §37H¾; 603 CMR 53.05)

In every case of student misconduct for which suspension may be imposed, the Principal, building administrator, or other decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning, and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except where:

- The decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or
- The student's continued presence in school poses a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.

A. List of Alternative Remedies

Before imposing an out-of-school suspension, the school shall consider one or more of the following remedies, matched to the nature of the offense and the individual student's needs:

- Verbal warning, reflection assignment, or re-teaching of expected behavior;
- Lunch, recess, or after-school detention; Saturday school if/when available
- Loss of specific privileges (e.g., extracurricular participation, unstructured time);
- Mediation and guided conflict resolution;
- Restorative justice conferencing, including restorative circles and behavior agreements;
- Collaborative problem solving involving the student, family, teachers, and counselor;
- Referral to the school counselor, school psychologist, or the building's Multi-Tiered System of Support (MTSS)/intervention team;
- Positive Behavioral Interventions and Supports (PBIS) strategies;
- Trauma-sensitive, social-emotional learning-based interventions (e.g., RULER-aligned strategies);
- In-school suspension in lieu of out-of-school suspension, as described elsewhere in this Handbook; and
- Parent/caregiver conference to jointly develop a behavior support, safety, or re-entry plan.

B. Procedures Ensuring Students Are Re-Engaged in Learning

Whenever a student is removed from the classroom or from school for any disciplinary reason, the school shall take the following steps to re-engage the student:

1. The student shall be provided all missed assignments, tests, and coursework, with a make-up timeline consistent with the Handbook's “Makeup Work” provisions.
2. Upon the student's return, a designated staff member (team teacher, counselor, or administrator) shall meet with the student to review behavioral expectations and support a successful transition back to class.
3. For a student with repeated removals, the Principal shall convene the building's MTSS or student support team to review behavioral data and consider a Behavior Intervention Plan (BIP) or additional Tier 2/3 supports.
4. The school shall communicate with the parent/caregiver regarding the re-entry plan and any supports being put in place.
5. The Principal shall implement school-wide re-engagement models, including PBIS and trauma-sensitive learning approaches, consistent with district practice.

DUE PROCESS PROTECTIONS FOR STUDENTS NOT YET DETERMINED ELIGIBLE FOR SPECIAL EDUCATION (34 CFR 300.534)

A student who has not been determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) may assert IDEA discipline protections if the district is deemed to have had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

A. Basis of Knowledge

The district shall be deemed to have had knowledge that a student was a student with a disability if, before the behavior occurred:

- The parent/caregiver expressed concern in writing (or orally, if the parent does not know how to write or has a disability preventing a written statement) to school supervisory or administrative personnel, or to a teacher, that the student needs special education and related services;
- The parent/caregiver requested an evaluation of the student under 34 CFR 300.300–300.311; or
- A teacher or other district personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the Director of Pupil Personnel Services or other supervisory personnel.

B. Exception

The district shall not be deemed to have had such knowledge if the parent/caregiver has not allowed an evaluation, has refused special education services, or the student was evaluated and determined not to be a student with a disability.

C. Conditions If No Basis of Knowledge

If the district has no basis of knowledge, the student may be subjected to the same disciplinary measures applied to students without disabilities engaging in comparable behavior.

- If an evaluation is requested during the period the student is subject to disciplinary measures, the evaluation shall be conducted on an expedited basis.
- Until the evaluation is complete, the student remains in the educational placement determined by school authorities, which may include suspension or expulsion without services.
- If the student is subsequently found eligible, the district shall provide special education and related services consistent with IDEA, including the discipline procedures in the following section.

STUDENTS WITH DISABILITIES — DISCIPLINE CONSIDERATIONS

Discipline procedures for students with disabilities are governed by the Individuals with Disabilities Education Improvement Act (IDEA, 20 U.S.C. §1400 et seq.) and must be read together with Massachusetts discipline law. Section 504 of the Rehabilitation Act of 1973 prohibits the discriminatory application of discipline to students with disabilities.

A. IDEA Disciplinary Protections

Students eligible for special education under IDEA retain procedural protections, including:

- A manifestation determination review (MDR), conducted by the IEP Team and relevant school personnel, is required before any disciplinary change of placement exceeding ten (10) school days in a school year;
- If the MDR Team determines the conduct was a manifestation of the student's disability, the student shall be returned to placement (unless the parent/caregiver agrees otherwise), and the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavior intervention plan;
- Students removed for disciplinary reasons continue to receive special education and related services consistent with their IEP; and
- Special rules apply to removals involving weapons, drugs, or serious bodily injury (see 20 U.S.C. §1415(k)).

B. Parent Notification and Procedural Safeguards Notice

No later than the date on which the district decides to impose a disciplinary removal that constitutes a change in placement for a student with a disability, the district shall:

- Notify the parent/caregiver of that decision; and
- Provide the parent/caregiver with a copy of the Procedural Safeguards Notice described in 34 CFR 300.504.

This notice shall be given in writing, in English and in the primary language of the home if other than English, at the time the decision is made — not deferred until the manifestation determination meeting.

C. Section 504

Before imposing a suspension or exclusion of more than ten (10) days, or a series of removals constituting a pattern, on a student with a 504 Plan, the district shall conduct a review to determine whether the behavior was caused by or had a direct and substantial relationship to the student's disability, and shall provide the parent/caregiver notice of their rights under Section 504 at that time.

Legal references: 20 U.S.C. §1415(k); 34 CFR §§300.530–300.536; Section 504 of the Rehabilitation Act of 1973; M.G.L. c. 71, §37H¾; 603 CMR 53.00 et seq.

HAZING

Hazing of students is prohibited by state law (MGL 269, Sections 17-19) and is defined as any conduct or method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of the student.

1. All incidents of hazing will be reported to the appropriate police authorities as required by law.
2. Depending on the seriousness of the hazing incident, the first occurrence will result in informing parents and assignment of in-school suspension or out of school suspension for up to ten days. The second occurrence will result in out of school suspension for ten days.

WEAPONS IN SCHOOLS
Policy JICI

It is the intention of the school committee to ensure that all students shall be able to attend school in a safe environment that is free of weapons and the violence associated with the use, or threatened use, of a weapon against another student or staff member.

In compliance with Massachusetts General Laws Chapters 37H, 37 H½, and 37H¾, the school committee prohibits firearms and other dangerous weapons in schools and adopts the statutory definitions of a firearm and other dangerous weapons.

Possession and/or use of any firearm, or other dangerous weapon on school grounds, in a school building, on a school bus or at any other school sponsored activity will not be tolerated.

The school district supports the prosecution of all school related weapons assaults.

Any student found in possession of a firearm or other dangerous weapon shall be:

a) suspended for a minimum of 10 school days
b) reported to the police for possible prosecution
c) reported to the superintendent for consideration of expulsion for up to the maximum allowed by law or regulation.

LEGAL REFS.: MGS Ch. 37H, 37H ½, 37H ¾

Adopted May 19, 1992
Amended July 14, 1993
Amended April 10, 2002
Amended January 9, 2013

DISTRICT'S DISCRIMINATION / HARASSMENT POLICY
Policy ACA

I. Introduction

It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and which affirmatively provides access to employment and equal educational opportunity. Discrimination or harassment, that is based on race, color, sex, religion, national origin, ancestry, disability, age, sexual orientation, and gender identity,

is unlawful and will not be tolerated. Further, any retaliation against an individual for initiating, or cooperating with an investigation of, a discrimination complaint is similarly unlawful and will not be tolerated. This policy is designed to assist in achieving the aforementioned goal by providing procedures by which an employee, student or other member of the community should report allegations of illegal, inappropriate conduct, and pursuant to which any such allegation will be investigated, and appropriate, corrective or disciplinary action taken if warranted based on the outcome of such investigation

The Dudley-Charlton Regional School District takes allegations of illegal discrimination and harassment seriously and intends to respond promptly to such complaints. Where it is determined, after a factual investigation, that such inappropriate conduct has occurred, the district will take reasonable, timely, corrective action, including disciplinary action where appropriate, designed to eliminate the conduct.

While this policy sets forth the goal of promoting an educational environment and workplace free of harassment, the policy is neither designed nor intended, and shall not be construed so as, either: (a) to limit the district's authority to discipline or take remedial action for conduct which the district deems unacceptable, regardless of whether that conduct satisfies the definition of harassment; or (b) to create additional, legal remedies in any forum other than the district, as to which see, for example, Section VII below for pre-existing forums, laws and regulations which already provide an extensive system for enforcement of legal rights and remedies for violations of same.

II. Definition of Harassment

Harassment consists of conduct, whether verbal, physical, or written/drawn, that is based upon a person's protected status based on race, color, sex, religion, national origin, ancestry, disability, age, sexual orientation, and gender identity, and that is illegal under applicable, federal or commonwealth law or regulations.

While it is not possible to list all circumstances that may constitute harassment, the following are some examples of conduct which may do so, depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Bullying
- Making dehumanizing remarks
- Extortionate behavior
- Displaying offensive cartoons or pictures
- Writing messages of an offensive nature
- Harassment occurs when such conduct, based on objective criteria and a reasonable person's perception, has the purpose or effect of substantially and unreasonably interfering with an individual's work or educational performance, or of creating an unreasonably intimidating, hostile, or offensive working or educational environment
- Harassment occurs when submission to such conduct is either explicitly or implicitly a term or condition of an individual's employment or success as a student

All individuals should take special note that, as stated above, retaliation against an individual who has complained about harassment, or retaliation against an individual for cooperating with an investigation of a harassment complaint, is unlawful and will not be tolerated.

III. Complaints of Harassment

If any Dudley-Charlton student or employee believes that he or she has been subjected to harassment, as described above, they have the right to file a complaint with the school district.

If you would like to file a complaint, you may do so by contacting any building principal, the superintendent of schools, or other central office administrator. These personnel are also available to discuss any concerns you may have and to provide information to you about the district policy on harassment and the complaint process.

Principal Laura Ramos	**Principal Peter Olson**	**Principal Kristina Bogosh**
Charlton Elementary School	Heritage School	Charlton Middle School
9 Burlingame Road	34 Oxford Road	2 Oxford Rd.
Charlton, MA 01507	Charlton, MA 01507	Charlton, MA 01507
508-248-7774	508-248-4884	508-248-1423

Principal Jennifer Desto
Mason Road School
20 Mason Rd.
Dudley, MA 01571
508-943-4312

Principal Chris Audette
Dudley Elementary School
16 School St.
Dudley, MA 01571
508-943-3351

Principal Gregg Desto
Dudley Middle School
70 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-2224

Principal Darren Elwell
Shepherd Hill Regional High School
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6700

Superintendent of School
Steven Lamarche
Dudley-Charlton Regional School District
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6888

Assistant Superintendent of Teaching & Learning
Kelly True
Dudley-Charlton Regional School District
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6888

Director of Student Resources
Heather Harriman
Shepherd Hill Regional High School
68 Dudley-Oxford Rd.,
Dudley, MA 01571
508-943-6700

IV. Harassment Investigation

When a complaint has been reported, the Dudley-Charlton Regional School District will investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and the witness(es), if any. The district will also interview the person alleged to have committed harassment. When the district has completed the investigation the administrator, to the extent appropriate, will inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate, illegal conduct has occurred, the administrator will take such timely action as the administrator believes will reasonably serve to eliminate the offending conduct, including, where appropriate, disciplinary action.

Formal Procedures for Resolution

A. Both students and employees may direct the complaint to the administrator or supervisor who has immediate jurisdiction over the school involved. Students and employees are expected to direct the complaint no later than 20 calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. The student or employee shall submit the complaint in writing and will state the name of the individual and the location of the school/department where the alleged harassment practice occurred, the basis for the complaint, including the date(s) on which the violations are alleged to have taken place and the details of same with sufficient specificity for the administrator to investigate same, and the corrective action the student or employee is seeking. If the complaint is filed by or on behalf of a student and involves an administrator or supervisor, it shall be addressed to the director of student resources.

B. The appropriate administrator, supervisor or director will conduct the necessary investigation in a timely fashion after receiving the formal, written, complaint. In the course of the investigation, the appropriate administrator, supervisor, or director shall contact those individuals who have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and, if appropriate, the principal or appropriate authority involved. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the students or employees that are involved in the complaint are not immediately available. The appropriate administrator or director, however, will make sure that the complaint is handled as quickly as is reasonably feasible and will strive to complete the investigation within 30 school or working days. When more than 30 school or working days are required for the investigation, the administrator or director shall inform the student or employee who filed the complaint that the investigation is ongoing.

C. After completing the initial investigation, the administrator or director shall request a meeting with the person against whom the complaint was filed to discuss the tentative findings and, at the same time, to give the person against whom the complaint was filed an opportunity to respond to such findings, and to seek to resolve the

complaint. When feasible and appropriate, the administrator or director will make every attempt to resolve the issue within the time parameters of this initial meeting; however, more than one meeting may be necessary. The administrator or director will strive to complete both the investigation and the resolution of the complaint within 30 school or working days. When more than 30 school or working days are required for the investigation and resolution process, the administrator or director shall inform the student or employee who filed the complaint and the individual against whom the complaint was filed that additional time is needed for the resolution process.

D. If the administrator or director finds that there is reasonable cause for believing that an illegal, harassing practice has occurred, he/she will either take appropriate action as discussed above or will refer the matter to the superintendent of schools for the Dudley-Charlton Regional School District for appropriate action, up to and including, if apt, expulsion for students or termination for employees.

Disciplinary Action

Disciplinary action will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and school district policies. Any staff member or student who is dissatisfied with the results or progress of the school's investigation may discuss his/her dissatisfaction directly with the building principal, or if the complaint is against the principal, with the superintendent of schools. The superintendent shall have the right to consider or review any complaint or the prosecution or disposition of same in the superintendent's discretion, but shall not be required to do so unless the complaint has been made against a principal, an employee of the central school district administrative office or another employee for whom the superintendent has primary responsibility under M.G.L. Ch. 71:42.

State and Federal Remedies

In addition to the above, if a student or employee believes he or she has been subjected to harassment with regard to protected status, he or she may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit a student or employee from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC-- 180 days; MCAD -- six months.)

The United States Equal Employment Opportunity Commission (EEOC) **JFK Federal Building Room 475** **Government Center** **Boston, MA 02203**	**Massachusetts Commission Against Discrimination (MCAD)** **One Ashburton Place** **Room 601E** **Boston, MA 02108** **617-727-3990**

LEGAL REF. MGL Ch. 71:42

Adopted January 24, 2007

SEXUAL HARASSMENT POLICY
Policy ACAB

I. Introduction

It is the goal of the Dudley-Charlton Regional School District to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of students or employees by anyone, including a fellow student, teacher, coach, supervisor, co-worker, vendor, or other third party is unlawful and will not be tolerated. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing an educational environment or workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and the district has provided a procedure by which inappropriate conduct will be dealt with, if encountered by students or employees.

Because the Dudley-Charlton Regional School District takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, the district will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an educational environment or workplace that is free of sexual harassment, the policy is not designed or intended to limit its authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

II. Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this:

"sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

(a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions;

or, (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor, teacher, or any individual in a position of authority or work for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an educational environment or workplace that is hostile, offensive, intimidating, or humiliating to male or female students or workers may also constitute sexual 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 upon 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.

All individuals should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated.

III. Complaints of Sexual Harassment

If any of our Dudley-Charlton students or employees believe that he or she has been subjected to sexual harassment, as described above, they have the right to file a complaint with the school district. This may be done in writing or orally.

If you would like to file a complaint, you may do so by contacting any building principal, the superintendent of schools, or other central office administrators. These personnel are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process. The Dudley-Charlton Regional School District Title IX Coordinator is Kelly True at 508.943.6888 x 282 and ktrue@dcrsd.org.

Principal **Michael Thibodeau** Charlton Elementary School 9 Burlingame Road Charlton, MA 01507 508-248-7774 lramos@dcrsd.org	**Principal** **Peter Olson** Heritage School 34 Oxford Road Charlton, MA 01507 508-248-4884 polson@dcrsd.org	**Principal** **Kristina Bogosh** Charlton Middle School 2 Oxford Rd. Charlton, MA 01507 508-248-9145 smonette@dcrsd.org
Principal **Jennifer Desto** Mason Road School 20 Mason Rd. Dudley, MA 01571 508-943-4312 jdesto@dcrsd.org	**Principal** **Christopher Audette** Dudley Elementary School 16 School St. Dudley, MA 01571 508-943-3351 caudette@dcrsd.org	**Principal** **Gregg Desto** Dudley Middle School 70 Dudley-Oxford Rd. Dudley, MA 01571 508-943-2224 gdesto@dcrsd.org
Principal **Darren Elwell** Shepherd Hill Regional High School 68 Dudley-Oxford Rd. Dudley, MA 01571 508-943-6700 delwell@dcrsd.org	**Superintendent of Schools** **Steven Lamarche** Dudley-Charlton Regional School District 68 Dudley-Oxford Rd. Dudley, MA 01571 508-943-6888 slamarche@dcrsd.org	**Director of Student Resources** **Heather Harriman** Dudley-Charlton Regional School District 68 Dudley-Oxford Rd., Dudley, MA 01571 508-943-6888 hharriman@dcrsd.org

IV. Sexual Harassment Investigation

When the Dudley-Charlton Regional School District receives a complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and the witnesses. The district will also interview the person alleged to have committed sexual harassment. When the district has completed the investigation we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

V. Procedures for Resolution

A. Before initiating the formal procedure, the student or employee should, if possible, resolve any complaint regarding an alleged discriminatory practice on an informal basis.

1. The student can raise the issue to his or her teacher, assistant principal, principal or the director of student resources.

B. Both students and employees may direct the complaint to the administrator or supervisor who has immediate jurisdiction over the school involved. Students and employees are expected to direct the complaint no later than 20 calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. The student or employee shall submit the complaint in writing and will state the name of the individual and the location of the school/department where the alleged harassment practice occurred, the basis for the complaint and the corrective action the student or employee is seeking. If the complaint involves an administrator or supervisor, it shall be addressed to the director of student resources.

After filing the formal written complaint, the appropriate administrator, supervisor, or director will conduct the necessary investigation promptly after receiving the complaint. In the course of the investigation, the appropriate administrator, supervisor, or director shall contact those individuals who have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and/or the principal or appropriate authority involved.

Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the students or employees that are involved in the complaint are not immediately available. The appropriate administrator, supervisor, or director, however, will make sure that the complaint is handled as quickly as is feasible and will strive to complete the investigation within 30 school or working days. When more than 30 school or working days are required for the investigation, the administrator, supervisor, or director shall inform the student or employee who filed the complaint that the investigation is ongoing.

After completing the formal investigation of the complaint, the administrator, supervisor, or director shall request a meeting with the person against whom the complaint was filed to discuss the findings and, at the same time, to give the person against whom the complaint was filed an opportunity to respond to the findings, and to seek to resolve the complaint. When feasible and appropriate, the administrator, supervisor, or director will make every attempt to resolve the issue within the time parameters of this initial meeting; however, more than one meeting may be necessary. The administrator, supervisor, or director will strive to complete both the investigation and the resolution of the complaint within 30 school or working days. When more than 30 school or working days are required for the investigation and resolution process, the administrator, supervisor, or director shall inform the student or employee who filed the complaint and the individual against whom the complaint was filed that additional time is needed for the resolution process.

If the administrator, supervisor, or director finds that there is reasonable cause for believing that a harassing practice has occurred, he/she will refer the matter to the Superintendent of Schools for the Dudley-Charlton Regional School District for appropriate action, up to and including expulsion for students or termination for employees.

If no satisfactory resolution can be reached through either the informal or formal resolution procedures detailed above, the student or employee has the right to take the complaint to an appropriate state or federal agency. Moreover, it should be noted that the Dudley-Charlton Regional School District's complaint process does not prohibit any student or employee from filing a complaint with these agencies. For students, complaints may be taken to:

The Office for Civil Rights **U.S. Dept. of Education** **John W. McCormack Building** **Post Office and Court House Square** **Boston, MA 02109-4557** **617-223-9667**	**The Bureau of Equal Education Opportunity** **Massachusetts Department of Education** **75 Pleasant St.** **Malden, MA 02148-5023** **781-338-3000**

Or other appropriate state or federal agency.

For employees or applicants for employment, complaints may be taken to:

The Massachusetts Commission Against Discrimination **One Ashburton Place Room 601E** **Boston, MA 02108** **617-727-3990**	**Equal Employment Opportunity Commission** **JFK Federal Building** **475 Government Center** **Boston, MA 02203** **800-669-4000**

Or other appropriate state or federal agency.

VI. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees or a student, the district will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action as we deem appropriate under the circumstances.

VII. State and Federal Remedies

In addition to the above, if a student or employee believes he/she has been subjected to sexual harassment, he/or she may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit a student or employee from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC-- 180 days; MCAD -- six months.)

The United States Equal Employment Opportunity Commission (EEOC) **JFK Federal Building Room 475** **Government Center** Boston, MA 02203	**Massachusetts Commission Against Discrimination (MCAD)** **One Ashburton Place** **Room 601E** **Boston, MA 02108** **617-727-3990**

Adopted December 11, 1996
Amended March 27, 2002
Amended October 25, 2006
Amended December 12, 2012

HIV / INFECTION / AIDS
Policy JLCCA

The school committee adheres to Commonwealth of Massachusetts guidelines and statues concerning HIV Infection/AIDS as they relate to children and adolescents in school settings. The following Department of Public Health documents are an integral part of this policy:

1. Updated Medical Policy Guidelines: ***Children and Adolescents with HIV Infection/AIDS in School Settings***, August 1991
2. Appendix A – ***Medical Guidelines Regarding Students Who Bleed in an Uncontrollable Fashion in a School Setting***.
3. Appendix B – ***Universal Precautions for School Settings***.

BULLYING
Policy A

A. It is the policy of the Dudley-Charlton Regional School District to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community free from sexual harassment, bullying, hazing and intimidation. These terms are referenced herein as “harassment”, which is more particularly defined below. The district in the strongest possible terms condemns harassment, whether based on race, color, religion, national origin, age, gender, ancestry, disability, sexual orientation, gender identity, or any other reason.

“Bullying” is the repeated use by one or more students or 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 para-professional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

B. It is a violation of policy for any student or 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, to engage in or condone harassment in school, on school grounds or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when he/she becomes aware of an incident of harassment.

C. This policy is not designed or intended to, nor shall it, limit the school’s authority to take disciplinary action to take remedial action when such harassment occurs out of school, but has a sufficient nexus to school under applicable law, or is disruptive to an employee’s or student’s work or participation in school-related activities. Reports of harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when a sufficient nexus to school or school-related work exists, will result in discipline.

D. It is the responsibility of every employee, student and parent/guardian to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school district are implemented. All members of the school community are, and must act as partners in such efforts if we are to have any reasonable chance of success

in preventing or minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.

E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive reasonably prompt and appropriate handling of the complaint. While proper enforcement of this policy foreseeably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement.

F. The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Prohibition and Definitions

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, neither any student, nor employee nor other member of the school community shall be subjected to harassment, intimidation, bullying, or cyber-bullying in any public educational institute.

Bullying is further defined as behavior that must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

1. being offered by or through the school district; or

2. during any district-related educational program or activity; or

3. while in school, on or using school district property or equipment, in a school vehicle, on a school bus, at school-designated bus stops, at school-sponsored activities, at school-sanctioned events; or

4. through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute related to or provided or facilitated by the district; or

5. in circumstances otherwise having a sufficient nexus with the school district.

6.. "Electronic communication" as used in this policy means any communication through an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

III. Guidelines and Procedures for Investigating and Processing Harassment Claims

Harassment may take many forms. In a school district such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent's child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the district's authority to take appropriate action as to the same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

A. By law, harassment is defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.

B. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible, victim should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, taking into account all material information and circumstances, concludes that a violation of this policy more likely than not has occurred.

C. Any school employee who has reasonably reliable information that would lead a reasonable person to suspect that a person may be a target of harassment, bullying or intimidation shall immediately, as a condition of employment, report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each

such incident and the resulting consequences, including discipline and referrals if any, to the superintendent's office in a timely fashion and without any avoidable delay.

D. A good faith report from a staff member is not grounds for any legal liability and, since such reports are a condition of the staff member's employment is considered to have been made in the course of employment for purposes of employment the Municipal Tort Claims Act, M.G.L. Ch. 258. As a result, the employee would not be subject to damages simply by reason of making such a report, and in the event of a suit based solely thereon would be covered by the school district's insurance policy which provides defense of such suits.

E. If an instance of student to student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the building principal/designee in a timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the superintendent or school committee, who is presently the curriculum coordinator, shall conduct the investigation and report to the alleged harasser's immediate supervisor.

F. If a situation involves a charge of staff member to student harassment, as defined in Sec. II. above, is brought to the attention of any staff member, the staff member should notify the building principal immediately.

G. Once a charge of harassment has been made, the following course of action should be taken.

1. The building principal or such principal's designee should conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

If the principal himself or herself does not conduct the investigation, he or she should review the designee's report and supporting documentation (by way of example only, any written, signed statements by the complainant setting forth the allegations, any such statement by the accused and witnesses, and any other materials such as those mentioned above), as appropriate to the then current stage of the investigation and before making any determination as to whether a violation more likely than not has occurred, and if the principal deems such necessary or advisable should conduct direct interviews himself or herself during or following such review and before making a determination.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of his/her right to have a third party present at the time of the discussion if apt, and, in the case of a teacher, of the right to counsel if the any discussion could conceivably lead to a suspension (see, M.G.L. Ch. 71:42D).

In situations involving harassment of students, the principal should conduct an investigation with the appropriate classroom or special subject area teacher. Parents/guardians will be informed of the situation and invited to participate in resolution discussions if warranted.

Parents/guardians of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or one of them must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and her or his parent(s)/guardians will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook and not readmitted to the regular school program until the student and his or her parent(s) attend such meeting. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A satisfactory conference with the student and his or her parent(s) or legal guardian(s) must occur prior to the students' readmission.

It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the principal/designee and/or parent when appropriate. During this discussion, the offending behavior should be described by the victim and the administration If warranted a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If

circumstances do not permit a face to face meeting the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The principal or his or her designee at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of any resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the agreement. The administrator shall sign the summary, and if any party to the meeting refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the principal shall keep a copy of same in her or his records.

H. If after a resolution meeting with the involved parties, the building principal determines that further disciplinary action must be taken, the following may occur:

1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to discipline, including but not limited to counseling, suspension or expulsion.

2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the superintendent of schools for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.

3. In all cases where in the good faith judgment of the principal or superintendent the circumstances so warrant, a referral to law enforcement will be made. School officials will coordinate with the Dudley or Charlton police departments to identify a police liaison for harassment cases.

IV. Retaliation:

In the event of retaliation in any form against any person who has made or filed, or provided any information as to, a complaint relating to harassment, any employee or student found to have engaged in same shall be subject to discipline in accordance with applicable law. In the case of an employee, discipline may be up to and including dismissal from employment, and in the case of a student may be up to and including expulsion. If warranted, a referral to law enforcement shall also be made.

V. Confidentiality:

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

LEGAL REFS.:

1. Title VII of the 1964 Civil Rights Act, Section 703

2. Title IX of the 1972 U.S. Civil Rights Act.

3. MGL Ch. 151C, Massachusetts General Laws

4. MGL. Ch. 76:5

5. MGL Ch. 269:17, 18, 19

6. MGL Ch. 71:82, 84

Adopted March 24, 2010

Amended December 12, 2012

Proposed for Amendment: First Reading, September 25, 2013

Second Reading and approval October 9, 2013

GENERAL DISCIPLINARY GUIDELINES

Discipline Overview:

It is universally understood that teachers cannot effectively teach and students cannot effectively learn when disruptive and/or unsafe behaviors occur in a school. Therefore, Dudley and Charlton Middle Schools will utilize a thoughtful and comprehensive approach to student discipline that adheres to modern laws and best practices.

Disciplinary consequences are cumulative in nature. This is often referred to as progressive discipline. Dudley and Charlton Middle Schools utilize a “Step Plan” to ensure that disruptive and/or unsafe behaviors are addressed in a progressive manner. The Middle School Step Plans vary slightly by school and grade level, but generally include the following:
Step 1 - Warning / Review of behavior
Step 2 - Teacher/Team Detention / Reflection Assignment
Step 3 - Referral to Administration / Student Success Plan
Step 4 - Office Detention(s) / Reflection Assignment
Step 5 - Office Detention(s) / In School Suspension

Parents/Guardians are notified of each Step.
Extracurricular Privileges may be revoked after Step 3 at the discretion of the administration.
Steps reset periodically throughout the year.
Major offenses may supersede the Step Plan and require immediate referral to administration. Habitual major offenses and those offenses which are harmful and dangerous to others result in more severe consequences including in-school and out-of-school suspensions, all the way up to expulsion.
Subject to availability, and in consultation with families, administration may consider alternative options such as community service, research projects, Saturday school, etc.
In all cases, the administration will give careful consideration to the safety and well-being of the student body, and also to the most likely course of action to improve the behavior of the offending student. Families, counselors, administrators and specific school staff are all important participants in the overall disciplinary process**.**
Please note that suspension from school as a consequence for offences covered under § 37H 3/4 shall not be used until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) 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 to another person while in school.

The Matrix on the follow pages provide the most likely course of action for various behavioral offenses. However, the administration reserves the right to utilize their discretion as to what course of disciplinary action is in the best interest of the safe and orderly operation of the school.

Dudley Middle School and Charlton Middle School Discipline Matrix: 2026-2027 Behavior	Classroom Response	School Based Response	In-School Suspension	Short Term Out of School Suspension	Long Term Out of School Suspension	Exclusion or Expulsion
Violation of Acceptable Use Policy		✔				
Academic Dishonesty/ Plagiarism	✔	✔				
Dress Code Violation	✔	✔				
Forgery		✔	✔			

Gambling		✔	✔			
Insubordination	✔	✔	✔			
Phone/Personal Tech Use Violation	✔	✔	✔			
Cutting Class	✔	✔	✔			
Being in an unauthorized area	✔	✔	✔			
Theft		✔	✔	✔		
Recording Students or Staff Without Their Consent		✔	✔	✔		
Destruction of School Property		✔	✔	✔		
Disrespect of/Inappropriate Language Towards Student or Staff ***Non-Aggressive***	✔	✔				
Dudley Middle School and Charlton Middle School Discipline Matrix: 2026-2027 Behavior	Classroom Response	School Based Response	In-School Suspension	Short Term Out of School Suspension	Long Term Out of School Suspension	Exclusion or Expulsion
Aggressive	✔	✔	✔	✔		
Disruption of School Assembly		✔	✔	✔	✔	✔
Inappropriate Physical Contact/Excessive Horseplay	✔	✔	✔	✔		
Fighting/ Physical Aggression		✔	✔	✔	✔	✔
Assault of Student			✔	✔	✔	✔
Assault of Staff			✔	✔	✔	✔
Discrimination	✔	✔	✔	✔	✔	✔

Malicious Harassment. Bullying or hazing	✔	✔	✔	✔	✔	✔
Inappropriate Sexual Conduct		✔	✔	✔	✔	✔
Possession of an Incendiary Device or Combustibles		✔	✔	✔	✔	✔
Possession of a Toy Weapon	✔	✔	✔	✔	✔	✔
Threat to School Community		✔	✔	✔	✔	✔
Dudley Middle School and Charlton Middle School Discipline Matrix: 2026-2027 Behavior	Classroom Response	School Based Response	In-School Suspension	Short Term Out of School Suspension	Long Term Out of School Suspension	Exclusion or Expulsion
Threat/Intimidation (Verbal or Electronic)	✔	✔	✔	✔	✔	✔
Tobacco & non-THC Vapes ***Possession***		✔	✔			
Use on School Grounds		✔	✔	✔		
Distribution		✔	✔	✔	✔	
Alcohol & Controlled or Illegal Substances ***Possession***			✔	✔	✔	✔
Use on School Ground(s)			✔	✔	✔	✔
Distribution				✔	✔	✔
Possession of a Dangerous Weapon					✔	✔

SOCIAL NETWORKING
Policy EDC

1. **Internet Acceptable Use Policy still in force**

This policy is adopted in addition to, and not as a substitute for, the Dudley-Charlton Regional School district's Internet Acceptable Use Policy, IJNDB and IJNDBA, which governs the use of the school district's technological resources.

2. **General Concerns**

The Dudley-Charlton Regional School District recognizes the proliferation and, in some instances, usefulness of online conversation between staff members and students or between staff and students' parents/guardians. However, due to the nature of social networking sites, there exists a risk that, without care and planning, appropriate boundaries may not be maintained between one's professional life and personal life, and between staff and students. Staff members must always be mindful of how they present themselves to the world online and otherwise.

Should a staff member ***friend*** a student on Facebook, subscribe to a student's Twitter account, regularly engage in email chat with a student, exchange text messages with students, or engage in other electronic communication, the district is concerned, and the staff member should be concerned, that such activities may undermine the staff member's authority to maintain discipline, may encourage inappropriate behaviors and may compromise the staff member's ability to remain reasonably objective in dealings with his/her students and the assessment of these students. As district staff, we should also be mindful of the risks posed to students' and others' rights of privacy and confidentiality, to other staff members, and to the district in the event of unreasonable or illegal breach of such rights, whether intentional or caused by a failure to exercise due care.

3. **Expectations of Staff**

With these concerns in mind, the district has adopted and will publish this Social Networking Policy so as to clearly inform the staff and others of the district's expectations and requirements concerning staff members' use of social networks such as Facebook, LinkedIn, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, a staff member should carefully familiarize himself or herself with the features of any such account. For example, Facebook requires account holders to take specific steps to privatize the information they place online. Staff must educate themselves to these features of Facebook or any other social networking site selected. Staff will be held responsible should any information intended to be private become public due to ignorance of the features of the social network he/she has decided to use or his/her failure to properly use such features.

2. District staff must also know that any information intended to be shared privately with a recipient could be redistributed by such recipient, or become public due to the staff member's knowledge or consent. The same principles that apply to in-person or written communication must be applied to online and other electronic communication. In essence, nothing posted online or electronically communicated is ever truly private.

3. Employees of the district are required as a condition of employment to keep the boundary line between professional life and personal life clearly drawn. Despite the proliferation of social networking sites the district maintains the expectation that its staff members will exercise the requisite forethought in all electronic communications to be sure that the aforementioned boundary line never becomes blurred.

   For example, if the district does not maintain a web portal for communications with students and families and a staff member wishes to establish a Facebook account through which he or she will communicate, he or she should establish a Facebook identity that is separate from his/her personal Facebook identity. He/she must use his/her educational Facebook account, exclusively, to communicate with students and their families on matters directly related to education being provided by the district. The ***friends*** associated with such educational Facebook account should be limited to members of the educational community, such as administrators, teachers, students, and parents/guardians of such students. Staff members must reject ***friend*** requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communication, staff members must maintain student privacy rights and the rights of employees and others to have their personal and medical information kept confidential. Information that is protected by law from disclosure to third parties shall not be communicated in a way that unreasonably exposes such information to access or retrieval by those third parties. (For example, no such

information shall be sent online or by other electronic communication unless adequately encrypted.) By way of illustrative example only, a staff member shall not post confidential student information on the ***wall,*** the information section or any part of an educational Facebook account that may be accessible to another staff member's Facebook friends associated with that account. If a staff member wishes to communicate on matters directly related to education provided by the district privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.

5. As to any matter relating to education the district is providing a student, staff members are to communicate electronically with students and parents/guardians only through school-based resources, such as school-provided email or web portal accounts. Use of one's personal email account to discuss school business with students and parents/guardians is prohibited. It should be noted that when a staff member uses his/her personal email account the communication falls within the provisions of the Massachusetts Public Records Law as well as being subject to discovery in litigation in certain circumstances. As one consequence (among others), all the staff member's personal emails would have to be searched in the event of public records request, and in the event of ambiguity much of the staff member's personal communication could well become public. Such use of personal email also prevents the archiving of such messages through the district's automatic email archiving system and might well result in a staff member and/or the district having to conduct a very expensive and time-consuming search in response to such a request.

   Staff is also discouraged from using home telephones and personal cell phones to communicate with students and their families. The provisions in #5 above, except to the extent that a particular telephonic communication does not generate a written document, apply to telephonic communication as well. And staff members at all times must bear in mind that cellular telephones do not provide secure communication, but on the contrary are susceptible to being intercepted or inadvertently overheard by third parties at any time. No conversation relating to a confidential matter shall ever be conducted by cellular telephone except in case of an immediate emergency which precludes any other reasonable method of communication, and in the event of such an emergency communication the staff member shall prepare and submit to his or her immediate supervisor, without any avoidable delay whatsoever a written report detailing in full the need for and content of the communication.

6. If a staff member were to inadvertently convey a school-related message to a student or parent/guardian on the staff member's private account, the staff member must save such email to his/her school email account or print and save a paper copy of such email and file it in the appropriate school file, and maintain its confidentiality as he/she would any other document concerning that student. Any document created or received by a public employee in his or her capacity as such is subject to Commonwealth and federal laws regarding retention and disclosure except as specifically exempted under the public records law, as well as to discovery by court order in certain circumstances.

7. No matter what medium of communication a staff member selects, he/she should adhere to appropriate staff member/student boundaries. Staff members are role models, not students' friends. District employees are expected to always conduct themselves in accordance with this understanding.

8. This policy is not intended to infringe upon a staff member's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of your job duties. However, when district employees speak via social networking sites or tools on matters concerning work, they speak as employees and not as citizens, and certain restrictions apply to their freedom of expression. Those restrictions are intended to preserve student safety and confidentiality, and to maintain an employee's status as a staff member who should: (a) command and receive the respect of students, (b) be able to maintain order and discipline in the classroom, and (c) remain objective with respect to their students.

9. The district has, expressly reserves, and in any situation it deems appropriate will exercise: (a) the requisite authority to monitor all communications which arise out of or in connection with one's position as an employee, including all such referenced above in the manner permitted by law; and (b) its right to take appropriate disciplinary action, up to and including discharge from employment, due to inappropriate behavior, such as failure to adhere to the standards and limitations set forth in this policy, including by way of example only, any such which undermines an employee's authority or ability to instruct or maintain control and discipline of students, compromises his/her objectivity, or is harmful to a student's safety or best interest. The district also reserves the right to advise appropriate legal officials of any violation of law. Employees should

also be mindful at all times that any inappropriate communication may give rise to liability for oneself (e.g. for defamation or unreasonable invasion of privacy) and that the district could be sued in connection with same and thus incur costs of defense and other possible loss and expense. Any staff member who becomes aware of a violation of this policy should immediately notify his or her immediate supervisor of same.

10. Staff members should not access their private Facebook or other social networking accounts using school district computer resources.

11. When communicating as an employee of the district, or concerning any subject matter which falls, or which a person could reasonably perceive as falling, within the ambit of one's duties as such an employee, one must be aware that a reader may assume that he or she speaks for the district or may judge the quality of the education provided by the district based thereon. Therefore, all communications in any such circumstance must be professional at all times and must not reflect negatively on the services which the district provides any student nor communicate any information which the employee knows, or with reasonable care should know, is inaccurate.

12. In the use of a Facebook account or other social networking site or blog, a district employee may not, without express permission from the superintendent of schools or his/her designee, use the school's logo, likeness, or any school photograph or other property belonging to the school, nor, in violation of the law, post or include any material protected by copyright or trademark. In no event shall a district employee include in any communication or posting on such an account or site, information which would allow a third party to ascertain information about a student which might place the student at risk. By way of example only, this would include a student's photograph with identifying information such as address, telephone number, birth date, school that the student attends, etc.

(No reference to Facebook herein is intended to limit application of the policy's provisions to use of that program. All online, electronic, or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications, so this policy is to be broadly construed in such a way as to effectuate the purposes expressed in Section 2 above and expressed in or reasonable to be inferred from other sections of the policy.)

Proposed for Amendment: First reading, June 25, 2014
Second reading and amended: July 16, 2014

Adopted September 14, 2011

USE OF ARTIFICIAL INTELLIGENCE TOOLS POLICY
Policy IJNDBB

Purpose

The Dudley Charlton Regional School District recognizes that artificial intelligence (AI) tools and technologies are increasingly present in education, the workplace, and daily life. When used responsibly, these tools can support teaching and learning, enhance operational efficiency, and help prepare students for a rapidly evolving digital world.

The purpose of this policy is to establish clear expectations for the ethical, responsible, and educationally appropriate use of AI tools within the District. This policy affirms that AI should support human learning, creativity, and professional judgment rather than replace them.

The District is committed to promoting AI fluency, protecting student and employee data, maintaining academic integrity, addressing issues of bias and access, and ensuring that the use of AI tools aligns with district priorities and applicable law.

This policy establishes general expectations for the use of AI tools in the District's instructional and operational environments and directs the Superintendent to develop and maintain administrative guidelines to support implementation.

Definitions

Artificial Intelligence (AI)
AI refers to computer systems designed to perform tasks that normally require human intelligence, including learning, reasoning, problem-solving, and decision-making. These systems may generate content, make predictions, analyze data, or adapt their outputs based on new information.

Generative AI
Generative AI is a form of artificial intelligence capable of creating new content such as text, images, audio, video, or code in response to prompts or other inputs.

AI Fluency
AI fluency refers to the ability to understand, evaluate, and appropriately use AI systems. It includes recognizing the capabilities and limitations of AI, critically assessing outputs for accuracy and bias, and applying sound judgment in the ethical, responsible, and effective use of AI tools in learning, work, and decision making.

AI Generated Content
AI generated content refers to any text, image, audio, video, code, or other media created in whole or in part through the use of generative AI tools.

Approved Artificial Intelligence Tools
Approved AI tools are District software applications or platforms that have been reviewed and authorized for districtwide instructional, operational, or administrative use in accordance with District data privacy, security, and instructional standards.

Consequential (High-Stakes) Decision
A consequential decision is one that materially affects a student's or employee's status, opportunities, or rights. This may include grading, scoring, assessment outcomes, course or program placement, promotion or retention, discipline, special education eligibility or services, and personnel decisions. AI may offer information in support of such decisions but shall not make them; final responsibility remains with the educator or appropriate district personnel.

Personally Identifiable Information (PII)
Personally identifiable information refers to information that can be used to identify, contact, or reasonably trace an individual either directly or indirectly.

Data Privacy Agreement
A data privacy agreement is a written agreement, contract, memorandum of understanding, or legally binding set of terms between the District and a third-party provider of software, digital services, or artificial intelligence tools that governs the collection, access, storage, use, sharing, protection, retention, and deletion of District data and personally identifiable information.

Approval of AI Tools

AI tools proposed for districtwide use shall require prior approval by the Superintendent or designee.

Prior to approval, AI tools shall be reviewed by appropriate district personnel, which may include educators, instructional leadership, technology staff, student services personnel, and administration. Tools must comply with district policies, procedure, and regulations related to data privacy and security requirements and applicable federal and state laws governing student and employee data privacy.

Tools shall have a data privacy agreement specifying that District data and personally identifiable information will not be used to train, improve, or develop the provider's or any third party's AI models; will not be retained longer than necessary to provide the contracted service; and will not be sold, shared, or otherwise reused for any purpose beyond those expressly authorized by the District.

In evaluating district approved tools, the District will consider educational value, age appropriateness, alignment with curriculum and district goals, data privacy and security protections, potential bias and access considerations, cost and sustainability, and compliance with applicable laws, regulations and district policies.

The District will maintain a list of approved AI tools authorized for instructional and operational use.

The District recognizes that AI tools are widely accessible and may be encountered by students and staff outside of district approved platforms and systems. The District reserves the right to immediately restrict or prohibit the use of any AI tools that:

- Do not meet district policies, procedure, and regulations related to data privacy and security
- Present risks related to student or staff data security
- Contain content or features that are not age appropriate

- Demonstrate or present demonstrated risk of bias, misinformation, or unreliable outputs
- Are inconsistent with instructional goals or district priorities
- Create operational, legal, or financial concerns for the Dudley-Charlton RSD

District staff and students shall comply with all district restrictions or limitations related to AI tools and platforms.

Guiding Principles for the Use of AI

The District affirms the following guiding principles regarding artificial intelligence.

1. Human judgment remains central to education. AI should support but will not replace teachers, administrators, or students in the learning process.
2. Student learning must prioritize critical thinking, creativity, and independent mastery of knowledge and skills.
3. AI systems may contain inaccuracies, bias, or misinformation and must be evaluated critically.
4. The District will work to ensure that access to AI tools supports student learning and does not create barriers or disparities among students.
5. Transparency regarding the use of AI supports responsible digital citizenship and strengthens trust within the learning community.
6. AI should be used in ways that respect privacy, intellectual property, and the rights and dignity of others.

Guidelines for Student Use

1. Students may use AI tools only in accordance with teacher direction and District expectations.
2. Students may use approved AI tools to support learning activities such as research, idea generation, practice exercises, accessibility supports, or study aids when permitted by instructional staff.
3. Students must acknowledge or cite the use of AI tools when required by instructional staff. Examples may include identifying the use of AI within a bibliography, citation page, footnote, written acknowledgment, submission statement, prompt history, or other format established by the teacher or instructional staff member.
4. Students may use AI tools independently for support purposes such as organization, brainstorming, outlining, study guides, practice questions, research support, or skill development when permitted by instructional staff or when used as an accessibility support. AI tools shall be used to support learning and skill development and not as a substitute for original student thinking, analysis, creativity, or demonstrated understanding.
5. Students may not enter personal information, confidential information, or sensitive data into AI tools.
6. Student use of AI must comply with all district policies related to academic integrity, responsible technology use, and student conduct.

Parent Requests for Alternative Instruction

The District recognizes that parents and guardians may have questions regarding the use of artificial intelligence as part of classroom instruction. A parent or guardian who objects to their student's direct use of a District-approved artificial intelligence tool as part of a specific teacher-designed instructional activity may submit a written request to the building principal for consideration of an alternative instructional activity.

The principal, in consultation with the classroom teacher, shall review the request and determine whether a reasonable alternative instructional activity may be provided that enables the student to demonstrate mastery of the same learning standards and instructional objectives. Alternative instructional activities shall not alter required curriculum, exempt a student from required coursework, assessments, or graduation requirements, or fundamentally change the instructional objectives of the lesson.

This provision applies only to instructional activities that explicitly require a student's direct use of an approved artificial intelligence tool. It does not apply to artificial intelligence used by District employees for instructional planning, assessment development, accessibility, communication, administrative functions, or other professional responsibilities, nor does it apply to artificial intelligence features embedded within District-approved software, educational platforms, productivity applications, accessibility tools, security systems, or other technologies used to support instruction or school operations.

Guidelines for Staff Use

1. Educators may use approved AI tools to support instructional planning, curriculum development, differentiation, accessibility, assessment preparation, communication, and professional productivity.

2. AI may be used to support educators but will not replace professional judgment, instructional design, or direct engagement with students or educator responsibility for instructional and high stakes decisions. Final decisions related to grading, scoring, assessment outcomes, student placement, discipline, special education determinations, recommendations, or other significant educational decisions shall remain the responsibility of the educator or appropriate district personnel.
3. Educators and district personnel may not enter student records, personally identifiable information, or confidential district data into AI tools unless the platform has been approved for districtwide use and complies with district privacy standards.
4. Educators should clearly communicate expectations regarding the appropriate use of artificial intelligence in their classrooms.
5. Educators and district personnel shall acknowledge the use of AI when such use materially contributes to instructional, evaluative, operational, or public facing work products.

Administrative and Operational Use

1. AI may be used to support administrative and operational functions such as drafting communications, supporting data analysis, assisting with planning activities, and developing initial drafts of documents.
2. All AI generated outputs used for official district purposes must be reviewed by district personnel prior to use.
3. District leadership will monitor the impact of AI tools on instructional practices, student learning, and district operations.

Data Privacy and Security

All use of AI within the District must comply with applicable data privacy laws including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).

Personally identifiable information, confidential information, student records, employee records, protected educational information, special education information, health related information, disciplinary information, or other sensitive District data may not be entered into AI systems unless the platform has been formally approved for districtwide use, is subject to an appropriate data privacy agreement or contractual protection, and complies with District expectations related to privacy, security, data retention, and authorized access.

The District reserves the right to limit, monitor, suspend, restrict, or prohibit the use of any AI platform, feature, integration, or application that presents concerns related to privacy, confidentiality, cybersecurity, data ownership, reliability, bias, operational integrity, or legal compliance.

The District will prioritize the use of AI tools that protect user privacy and limit the retention or reuse of user entered data and provide appropriate safeguards related to student and employee information.

Prohibited Uses

The following uses of AI are prohibited.

1. Using AI to complete assignments without permission from a teacher.
2. Submitting AI generated content as original work without proper acknowledgment.
3. Creating or distributing harmful, discriminatory, or inappropriate content.
4. Generating impersonations, deepfakes, or misleading representations of individuals.
5. Using AI to harass, bully, or intimidate others.
6. Entering confidential or personally identifiable information into unapproved systems.
7. Using AI in any way that violates district policies, student conduct rules, or applicable law.

Consequences for Violations

Violations of this policy may result in disciplinary action in accordance with the student handbook, staff contracts, and applicable district policies.

Consequences may include restriction of access to AI tools, academic consequences, disciplinary action, or other appropriate responses depending on the nature of the violation.

Artificial Intelligence Implementation Guidelines

The Superintendent shall develop and maintain administrative guidelines to support the implementation of this policy.

These guidelines shall provide direction regarding:

1. Procedures for reviewing and approving AI tools
2. Expectations for staff and student use
3. Professional development related to AI fluency
4. Communication with students and families
5. Considerations related to bias and access
6. Processes for monitoring and evaluating the use of AI within the District

The Superintendent may revise these guidelines as needed to respond to evolving technology, instructional practices, and legal requirements.

Policy Review

Because AI technologies continue to evolve rapidly, this policy shall be reviewed annually to ensure that it remains current, effective, and aligned with educational best practices.

Legal References

Family Educational Rights and Privacy Act (FERPA)
Children's Online Privacy Protection Act (COPPA)
Massachusetts General Laws Chapter 71
603 CMR Student Records Regulations

School Committee Policy Cross References

EDC – Social Networking
IGA – Curriculum Evaluation, Development and Adoption
IJ – Instructional Materials
IJL – Library/Media Materials Selection, Adoption, and Reconsideration
IJNA – School and District Web Pages
IJNDB – Staff Responsible Use
IJNDBA – Student Responsible Use
JIC – Student Discipline
JICFB – Bullying Prevention
JIH – Student Search and Seizure
JRA – Student Records
JRA-R – Student Records

STUDENT TECHNOLOGY RESPONSIBLE USE POLICY
Policy IJNDBB

1. INTRODUCTION & PURPOSE OF EDUCATIONAL TECHNOLOGY

The Dudley-Charlton Regional School District (DCRSD) recognizes that integrated digital technology is a vital mechanism for learning, collaborating, creating, and communicating within modern 21st-century educational frameworks. Access to district-provided technology resources including the school network, emails, school computers, learning applications, and internet access is provided to enhance instructional delivery, support student achievement, and make schoolwork and learning more efficient.

By accepting access to these digital systems and equipment, students take full responsibility for utilizing them appropriately, legally, ethically, and safely. Use of district network nodes and information assets must align cleanly with the mission, curriculum standards, and core values of the Dudley-Charlton Regional School District.

PRIVILEGE STATEMENT: The use of DCRSD network services, digital infrastructure, and district-owned hardware is an educational privilege, not a right. This privilege may be restricted, suspended, or completely revoked by district administrators at any time for non-compliance, technical tampering, or behavioral infractions.

2. SUPERVISION, MONITORING, AND EXPECTATION OF PRIVACY

DCRSD carefully balances the educational utility of information networks with strict legal compliance and individual safety. In alignment with federal mandates and state regulations, the district maintains a rigorous monitoring framework:

- **No Expectation of Privacy:** All data, network files, messages, emails, chat logs, and internet history created, stored, or transmitted using district-owned hardware, local servers, cloud-hosted platforms, or wireless networks are the sole property of DCRSD. Students should have no expectation of privacy regarding their use of school technology resources.
- **Google Workspace Framework:** The district fully implements and requires the use of Google Workspace for Education to deliver classroom lessons and assignments, track student submissions, and manage instruction. Active account access is required for educational enrollment and participation. While utilizing this platform, the specific Additional Google Services authorized for curriculum implementation include YouTube, Google Earth, Google Maps, and approved Chrome Web Store extensions.
- **Administrative Audit Rights:** District administrators and the IT Department reserve the absolute right, without prior notification, to monitor, inspect, copy, log, review, and audit any usage of the network and internet. This includes authority to examine data found on school networks to protect safety, enforce institutional discipline, and ensure property security.
- **Network Interventions:** The district IT Department retains authority to temporarily block, throttle, or disconnect any personal or school-issued device suspected of interfering with system integrity, slowing down the school internet, or creating a security risk.

3. STUDENT ROLES AND RESPONSIBILITIES

To preserve the security, integrity, and absolute safety of the learning environment, all students are required to adhere strictly to the following core guidelines of responsible digital citizenship:

A. Respect and Protect the Integrity, Security, and Availability of Resources

- Students shall utilize district technology hardware, applications, licenses, and networks exclusively for educationally relevant assignments and teacher-approved purposes.
- Students must never engage in any form of computer vandalism, physical destruction, hacking attempts, or unauthorized system configurations.
- Changing core system settings, installing unapproved third-party software applications, downloading unapproved code or scripts, or deliberately introducing viruses onto district units is strictly prohibited.
- Students must coordinate heavy-bandwidth actions (such as downloading massive media files or execution of large-scale print runs) with a supervising staff member to avoid slowing down the network.

B. Respect and Protect Account Privacy and Credentials

- Students are solely accountable for all actions occurring under their assigned accounts. System usernames and passwords must be kept strictly confidential and never shared with peers.
- Students must exclusively log into their own designated profiles. Accessing, viewing, modifying, or tampering with another user's personal files, cloud storage containers, or digital workspace is an explicit violation.
- Posing as another individual, stealing someone's online identity, or allowing another student to operate a device under one's active profile will trigger direct disciplinary action.
- Students should proactively log out of their accounts when leaving computing hardware unattended to protect data security.

C. Provide for the Safety and Privacy of Self and Others

- Students shall not post, transmit, or distribute private identifying information (including residential home addresses, personal cell phone numbers, or dates of birth) over the public internet without explicit staff direction.

- Students are strictly prohibited from capturing, recording, filming, broadcasting, or distributing audio, video, or photos of any school activity, peer, or staff member without the explicit, prior consent of both the supervising instructor and the individuals involved.
- Students must never arrange in-person meetings with anyone encountered solely through digital channels without parental accompaniment and administrative clearance. Any threatening or unusual messages must be reported to an educator immediately.

D. Respect and Practice the Principles of Community and Respect

- Digital text and communications must match the civil standards expected in a physical DCRSD classroom. Disrespectful, profane, obscene, racist, sexist, threatening, or otherwise discriminatory remarks across school channels (emails, chats, shared files) are banned.
- Students shall not use school networks to access, store, or distribute materials that are pornographic, violent, supportive of criminal organizations, or encouraging of illegal behaviors.
- The provisions of the district's Bullying Prevention and Intervention Plan apply in full to digital spaces. Cyberbullying, online harassment, online intimidation, or spreading harmful rumors using school property will not be tolerated.
- District systems may never be used for mass unsolicited spamming, transmission of chain letters, commercial advertising, or personal financial operations.

4. RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

DCRSD embraces innovative technical platforms while maintaining rigorous standards of academic honesty. The use of Generative AI platforms is governed by the guidelines below, in strict compliance with the District's comprehensive Artificial Intelligence Policy IJNDBB:

- **AI Plagiarism Defined:** Submitting content generated, translated, or substantially altered by an Artificial Intelligence platform (such as ChatGPT or Gemini) as if it were a student's own original writing, computer code, or visual artwork constitutes academic dishonesty and is prohibited unless specifically authorized by the teacher for a distinct lesson segment.
- **Instructional Alignment:** Students must ask their teacher for clear guidance regarding the acceptable boundaries of AI utility for every assignment and adhere strictly to the parameters set by the instructor.
- **Attribution and Transparency:** If AI mechanisms are utilized within a permitted lesson framework, students are required to clearly reference them, documenting the tools utilized via accurate citations.
- **Skill Protection:** Relying on automated generators to bypass fundamental critical writing, reading, and calculation exercises gets in the way of building critical learning skills. Original thinking is expected.

5. ACADEMIC INTEGRITY & COPYRIGHT PROTECTION

- **Plagiarism Prevention:** Projects, papers, and assessments must genuinely reflect the student's original analysis and compilation. Representing external thoughts or text as one's own is forbidden.
- **Citation Standards:** Students must credit all external sources, including media assets, reference databases, and web literature, using accepted academic documentation styles.
- **Copyright Compliance:** Downloading, copying, or distributing illegally obtained media, licensed audio files, software cracks, or proprietary applications is strictly forbidden. Students must comply with all federal copyright regulations.

6. LEGAL COMPLIANCE & CONTENT FILTERING

- **Children's Internet Protection Act (CIPA):** The district deploys an automated, filtering firewall designed to block obscene content, child pornography, or visual data deemed harmful to minors. Because automated filters are not perfect, students must immediately notify an educator if they encounter inappropriate content so that the IT Department can adjust filtering profiles.
- **Circumvention Prohibited:** Any active attempt to bypass, disable, or alter school web filters including utilizing Virtual Private Networks (VPNs), external proxy servers, private browsers, personal mobile hotspots, or cellular data plans while on school property is an explicit, high-level violation.

- **COPPA & FERPA:** DCRSD actively shields student metadata, avoiding the collection or direct transmission of sensitive personal details to third-party digital providers.

7. DEVICE LOGISTICS, CARE, AND FINANCIAL LIABILITY

While most students use shared school equipment and do not have an individually assigned personal 1:1 device, the following fundamental expectations apply to all technology use within the district:

- **Care and Handling:** Students who are assigned a personal device, or who are using shared classroom hardware, must treat the equipment carefully. Keep tech components away from food and liquids, do not leave them on the floor, and handle them gently.
- **No Tampering or System Modifications:** Students are strictly prohibited from modifying school devices. This includes attempting to delete factory security profiles, disabling tracking systems, resetting software configurations, or removing Mobile Device Management (MDM) filters.
- **Daily Readiness:** If a student has been issued a specific device to take home, they are responsible for bringing it back to school every day completely charged and ready for class.
- **Financial Liability for Damage:** Students and their families are held financially responsible for the replacement or repair costs of any district technology asset that is damaged due to malicious intent, rough handling, or extreme carelessness.
- **Data Protection:** All school files are hosted on district systems. Students leaving the district or graduating must use the Google Takeout tool to back up and export their work before their school account is permanently deactivated.

8. ENFORCEMENT AND DISCIPLINARY CONSEQUENCES

Violations of any segment of this Student Technology Responsible Use Policy will be sent immediately to school administrators. Consequences will be adjusted to the specific severity and frequency of the infraction:

1. Temporary or permanent restriction of localized digital features, specific apps, or network parameters.
2. Total revocation of individual network privileges and cloud account access.
3. Standard school disciplinary actions, including administrative detentions, mandatory parent/guardian tracking conferences, or out-of-school suspension/exclusion.
4. Paying to repair or replace damaged hardware and equipment.
5. Immediate referral to local, state, or federal law enforcement authorities if conduct violates criminal statutes.

9. DISTRICT WARRANTIES AND NETWORK LIABILITY DISCLAIMERS

OFFICIAL POLICY DISCLAIMER (IJNDBA): The Dudley-Charlton Regional School District makes no warranties of any kind, whether expressed or implied, for the digital infrastructure, network service, or internet access it provides. The district will not be held responsible for any damages or losses a user may suffer, including but not limited to loss of data resulting from transmission delays, non-deliveries, mis-deliveries, or service interruptions caused by technical errors or user oversight. The district is not responsible for the accuracy, reliability, or quality of informational data obtained through external networks. Use of any data obtained via DCRSD systems is strictly at the user’s own risk. Financial transactions or obligations arising through the unauthorized use of network channels are the sole liability of the student's family.

Statutory Framework:

- Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)
- Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501-6506
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
- Massachusetts General Laws Chapter 71, Section 37H (Student Conduct & Cyberbullying regulations)

DCRSD STUDENT TECHNOLOGY AGREEMENT & SIGN-OFF FORM

Please review, check the compliance boxes, and sign below. This form must be completed before we can activate your digital access or deploy your device (if applicable).

STUDENT AGREEMENT FRAMEWORK

- ☐ **Core Compliance:** I have received, read, and fully understand the DCRSD Student Technology Responsible Use Policy (RUP). I agree to strictly follow all behavioral framework guidelines, specifically respecting the core standards of digital citizenship.
- ☐ **Monitoring Awareness:** I understand that my district-assigned user account, email channels, documents, and network activities are the property of the district and are actively monitored for safety, security, and instructional alignment.
- ☐ **Respecting School Content Filters:** I acknowledge that any attempt to bypass or alter school web filters through VPNs, proxy systems, or personal cellular hot spots is an explicit policy violation subject to immediate loss of technology privileges.
- ☐ **Disciplinary Acknowledgment:** I understand that any violation of this policy may result in the suspension or permanent cancellation of my network access, classroom-based consequences, administrative suspension, or legal action.

Student Name (Print): _____ **Grade:** _____ **School:** _____

Student Signature (Grades 3-12): _____ **Date Signed:** _____

PARENT / GUARDIAN PERMISSIONS & LIABILITY CONSENT

- ☐ **General Policy Agreement:** I have reviewed and discussed the DCRSD Student Technology RUP with my child. I recognize that network access is established for educational purposes and that the district takes mandatory filtering precautions. I accept responsibility for guiding my child's digital habits when operating outside of the physical school environment.
- ☐ **Financial Liability Consent:** I accept full financial responsibility and legal and financial responsibility for the standard repair or full replacement costs of any district-owned computing technology hardware or accessory damaged due to my child's intentional vandalism, malicious action, or extreme carelessness.
- ☐ **Personal Device Liability:** I acknowledge that if my child chooses to bring a personal electronic device onto school grounds, they do so at their own risk. I understand that DCRSD assumes no financial or physical responsibility for lost, stolen, or damaged personal devices, and that the IT Department will provide no technical support or diagnostic assistance for non-district hardware.

Parent/Guardian Name (Print): _____ **Primary Phone:** _____

Parent/Guardian Signature: _____ **Date Signed:** _____

HANDBOOK ACKNOWLEDGEMENT 2026-2027

Dear Parent/Guardian:

In an effort to reduce the amount of paper used, the Middle School Handbook is located on the district website (www.dcrsd.org). We are asking that, together with your child, you review the handbook and then sign the portion below and return it to the child's homeroom teacher.

Please complete the form below and return it to the school by September 10 of that current school year.

STUDENT NAME (please print): _____

Grade _____ Homeroom: _____

I have read and understand the contents of the Middle School Handbook.

Student Signature: _____ Date: _____

Parent/Guardian:
I have read and discussed the contents of the 2024-2025 Middle School Handbook with my child.

Media Release:

My child's likeness and name may be used in print and/or electronic media for news and/or articles related to Dudley Middle School or Charlton Middle School.

_____ YES _____ NO

Parent Signature: _____Date:_____

_____ I do not have internet access and request a paper copy of the student handbook. Please send home a copy of the Middle School Handbook. Once I have reviewed it, I will sign and return this form.

Parent Notification Law - Health Curriculum

Sample Email Request for Sex Ed Curriculum and Resources

Dear _____, ***(Address the letter to the health teacher, health coordinator, principal, or superintendent.)***

I understand that according to the MA Department of Elementary and Secondary Education I have a right to view sex education curricula per the MA General Law Chapter 71, Section 32A.

Please send me the following information regarding sex education at _____ ***(Insert the name of school)***:

1. The grade or grades that sex education is taught.
2. The title, edition, and publisher for all books, videos, pamphlets, web-based materials, or other curricula involving human sexual education or human sexuality issues.
3. The names of all individuals and organizations, other than district employees, who have made presentations involving the subjects of sex, sexuality, or bullying to students at the school from August 2017 to present.

Please forward the information I have requested electronically or advise me whom I must contact to coordinate a time to come to the school to review the materials.

Sincerely,

Sign your name