Shepherd Hill Regional High School



STUDENT HANDBOOK

2026-2027

"Committed to excellence…with pride and unity..."

FOREWORD

The administration, faculty, and staff are excited to usher in the 2026-2027 school year! In 1973, the communities of Dudley and Charlton opened the doors to a regional high school that remains to this day "…committed to excellence…with pride and unity." We challenge every student to embrace this mission on a daily basis. There are a variety of academic and extracurricular opportunities available to help students develop their skills while exploring their interests. The entire faculty is committed to creating a safe, positive learning environment. We encourage each student to strive for academic achievement in the classroom and to become actively involved in one of the school's many extracurricular activities.

This Handbook contains important information pertaining to school policies, procedures and expectations. It is reviewed annually by the Shepherd Hill School Council and approved by the Dudley-Charlton Regional School Committee. We respectfully ask all students, parents, and families to carefully review the Handbook and become familiar with its contents.

Each day at Shepherd Hill, we encourage students to make the most of the opportunities afforded. We look forward to all that students will achieve, and we extend best wishes for an enjoyable, rewarding, and successful school year!

Principal
Mr. Darren C. Elwell

Assistant Principals
Mr. Michael D. Resener
Mr. Eric J. Supple

Special Education Coordinator
Mrs. Shannon G. Vail

Regional School Committee
Ms. Jeanne Costello, Chairperson, Charlton, Term Expires May 2027
Mrs. Cathleen Carmignani, Vice Chairperson, Dudley, Term Expires June 2027
Mrs. Kelly Szela, Charlton, Term Expires May 2028
Mrs. Maureen Chickering, Dudley, Term Expires June 2029
Mrs. Kristin Martin, Charlton, Term Expires May 2027
Mr. Anthony Aube, Charlton, Term Expires May 2029
Mrs. Caitlynn Panczyk, Dudley, Term Expires June 2028

Central Administration
Mr. Steven M. Lamarche, Superintendent
Mrs. Kelly A. True, Assistant Superintendent
Mr. Joseph J. DeSantis, Director of Finance and Operations
Mr. Stephen Pusateri, Director of Facilities
Mrs. Heather M. Harriman, Director of Pupil Personnel Services
Mrs. Angela Muller-Crone, Assistant Director of Pupil Personnel Services
Mr. Daniel S. D'Arcangelo, Technology Director

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ACCREDITATION

Shepherd Hill Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by The New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff. Individuals may also contact the Association:

New England Association of Schools and Colleges
1115 Westford Street
Lowell, Massachusetts 01851
(855) 886-327

MISSION STATEMENT AND LEARNING EXPECTATIONS

Core Values:
"Committed to excellence," Shepherd Hill Regional High School is dedicated to educate, challenge and empower students to succeed in the 21st century. With "pride and unity," we foster intellectual achievement, civic responsibility and personal growth.

Statement of Beliefs about Student Learning:
Through quality instruction in a safe and stimulating learning environment, we encourage students to be inquisitive, resourceful, and responsible learners. By cultivating respect and a strong work ethic, we are confident that our students will excel in the present and meet the demands of the future.

21st Century Learning Expectations:

1. The Shepherd Hill student writes effectively – expressing ideas using conventional standard written English.

2. The Shepherd Hill student reads effectively – comprehending material from a written text.

3. The Shepherd Hill student demonstrates effective interactive communication skills (speaking and listening) – understanding and responding to a variety of topics and points of view.

4. The Shepherd Hill student uses technology effectively – utilizing and evaluating media and technology responsibly.

5. The Shepherd Hill student understands and applies personal wellness skills – demonstrating appropriate health-related decisions.

6. The Shepherd Hill student demonstrates critical thinking – gathering and analyzing information to solve problems.

7. The Shepherd Hill student demonstrates cultural literacy – understanding diverse cultures and recognizing global perspectives.

8. The Shepherd Hill student demonstrates inventive thinking – using creativity in art, communication, and problem - solving.

9. The Shepherd Hill student demonstrates civic and social responsibility – being respectful of people, ideas, and property as well as understanding the rights and duties of citizenship.

BEHAVIORAL EXPECTATIONS

All Shepherd Hill students should:

- Be Respectful and Cooperative
- Be Responsible and Productive
- Follow School Rules and Teachers' Expectations

BULLYING

Policy A

I. Policy

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 paraprofessional 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/caregiver 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

A. 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.

B. "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, the 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, considering 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 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 investigating, 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 investigate with the appropriate classroom or special subject area teacher. Parents/Caregivers will be informed of the situation and invited to participate in resolution discussions if warranted.

       Parents/Caregivers 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)/caregivers 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

caregiver must occur prior to the students' remission. 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 the 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 the 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 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. <u>Retaliation</u>:

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 the 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. <u>Confidentiality</u>:

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

TECHNOLOGY ACCEPTABLE USE POLICY

IJNDBA

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.

2.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.

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:

1. **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.

2. **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.

3. **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.

4. **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

6. Students shall utilize district technology hardware, applications, licenses, and networks exclusively for educationally relevant assignments and teacher-approved purposes.
7. Students must never engage in any form of computer vandalism, physical destruction, hacking attempts, or unauthorized system configurations.
8. 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.
9. 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

1. 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.
2. 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.
3. 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.
4. 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

1. **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.
2. **Citation Standards:** Students must credit all external sources, including media assets, reference databases, and web literature, using accepted academic documentation styles.
3. **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

A. **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.

B. **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.

C. **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:

- Temporary or permanent restriction of localized digital features, specific apps, or network parameters.
- Total revocation of individual network privileges and cloud account access.
- Standard school disciplinary actions, including administrative detentions, mandatory parent/guardian tracking conferences, or out-of-school suspension/exclusion.
- Paying to repair or replace damaged hardware and equipment.
- 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:

1. Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)
2. Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501-6506
3. Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
4. 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

1. ☐ **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.
2. ☐ **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.
3. ☐ **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.
4. ☐ **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

I. ☐ **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.

II. ☐ **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.

III. ☐ **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:** _____

Use of Artificial Intelligence Tools

(IJNDBB)

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.

5. Human judgment remains central to education. AI should support but will not replace teachers, administrators, or students in the learning process.
6. Student learning must prioritize critical thinking, creativity, and independent mastery of knowledge and skills.
7. AI systems may contain inaccuracies, bias, or misinformation and must be evaluated critically.
8. The District will work to ensure that access to AI tools supports student learning and does not create barriers or disparities among students.

9. Transparency regarding the use of AI supports responsible digital citizenship and strengthens trust within the learning community.
10. AI should be used in ways that respect privacy, intellectual property, and the rights and dignity of others.

Guidelines for Student Use

10. Students may use AI tools only in accordance with teacher direction and District expectations.
11. 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.
12. 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.
13. 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.
14. Students may not enter personal information, confidential information, or sensitive data into AI tools.
15. 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

5. Educators may use approved AI tools to support instructional planning, curriculum development, differentiation, accessibility, assessment preparation, communication, and professional productivity.
6. 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.

7. 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.
8. Educators should clearly communicate expectations regarding the appropriate use of artificial intelligence in their classrooms.
9. 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

- 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.
- All AI generated outputs used for official district purposes must be reviewed by district personnel prior to use.
- 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.

- Using AI to complete assignments without permission from a teacher.
- Submitting AI generated content as original work without proper acknowledgment.
- Creating or distributing harmful, discriminatory, or inappropriate content.
- Generating impersonations, deepfakes, or misleading representations of individuals.
- Using AI to harass, bully, or intimidate others.
- Entering confidential or personally identifiable information into unapproved systems.
- 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:

- Procedures for reviewing and approving AI tools
- Expectations for staff and student use
- Professional development related to AI fluency
- Communication with students and families
- Considerations related to bias and access
- 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 Record

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/caregivers. 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 accounts should be limited to members of the educational community, such as administrators, teachers, students, and parents/caregivers 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/caregivers 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/caregivers 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, applies 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/caregiver 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 the 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 the 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

CONTROVERSIAL ISSUES IN THE CLASSROOM

Policy IMB

Instruction regarding effective citizenship is one of the major goals of our public schools. Instructional programs developed to achieve this purpose properly place great emphasis upon teaching about our American heritage, the rights and privileges we enjoy as citizens and the citizenship responsibilities that must be assumed in maintaining our American way of life.

It is frequently necessary for pupils to study issues that are controversial. In considering such issues, it shall be the purpose of our schools to recognize the pupils' right and/or obligation:

1. To have free access to all relevant information, including the materials that circulate freely in the community.
2. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
3. To form and express his/her own judgments on controversial issues in a responsible manner without jeopardizing his/her relation with his/her teacher or the school.
4. To recognize that reasonable compromise is often an important facet in decision making in our society.
5. To respect differing opinions.

<u>Teacher-Planned Classroom Discussion</u>

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the school committee for inclusion in the curriculum.
2. The right of teachers to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with

4. minimum emphasis on opinion and maximum emphasis on intelligent analysis.
5. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
6. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set
7. forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present to the other side(s).
8. In all cases teachers must obtain from the appropriate principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of the presentation.

Whenever in doubt about the advisability of taking up a given topic, consultation with the principal is advised. The policy of the school committee is designed to protect teachers as well as students from unfair or inconsiderate criticism whenever students are studying a controversial subject.

Adopted March 21, 1974
Amended April 24, 2002
Amended February 27, 2013

GENERAL COMPLAINTS FROM THE COMMUNITY

Policy KE

The school committee acknowledges 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. Complaints received and addressed to a School Committee member or the committee as a whole are subject to the MA Open Meeting Law, MA Public Records Law and the Federal Freedom of Information Act. Best practice for communicating to the School Committee is to send the communication to all members. Although no members of the community will be denied the right to bring their complaints to the committee, they will first be referred through the proper administrative channels for solution before any investigation or action by the committee. Exceptions will be made when the complaints concern School Committee actions of committee operations only. Matters referred at any level must be in writing and should be specific in terms of action desired. 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 prior to involvement by the committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows: Level 1 – Teacher (move to level 2 if 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) If a complaint, which was presented to the committee and referred back through the proper channels, is addressed before it comes back to the School Committee, a report of the disposition of the matter will be made to the committee and then placed in the official files. Complaints about school personnel will be investigated fully and fairly. The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complaint.

REF: MGL c.66 MGL c.4 § 7 cl.26 MGL c.66A MGL c.30A, § 19(a) 5 USC § 552
Adopted July 10, 2002
Amended February 27, 2013
Amended April 14, 2021

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. This can be done through email.
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 or District Administrator and the teachers involved. The Superintendent or District Administrator 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. The building principal or building administrator will establish a building level review committee to minimally include building represented educators and parents, caregivers or guardians.

The Superintendent will establish a District level review committee to minimally include DCRSD educators and parents, caregivers or guardians.

An individual student may be excused from using challenged materials after the parent, caregiver or guardian has presented a 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 or District Administrator 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 or District Administrator 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 or District Administrator and regional school committee for the final action before a response is made to all interested parties. Timeline The following timeline is a guide. Extenuating circumstances, school vacation weeks and the summer break will alter the timeline below. In addition, complaints received after May 15th and determined to require a District level review committee may be reviewed at the start of the following school year. The building principal or building administrator will acknowledge receipt of the complaint within 10 school working days, to include a determination of a building level review committee or a District level review committee. A review committee, building or District, will be established and the complaint reviewed with an outcome to the regional school committee within 45 school working days.

UDLEY-CHARLTON REGIONAL SCHOOL DISTRICT KEC

Complaint Form Concerning Instructional Materials

Subject:_____

Objectionable Instructional Material:

_____

_____

_____

Description of complaint, in specific detail:

_____

_____

_____

_____

_____

Description of Suggested Resolution:

_____

_____

_____

_____

_____

Schedule Time Available to meet with principal Date_____ Time_____

Signature:_____

Address:_____ Email:

_____

Adopted November 15, 1973
Amended February 26, 1992
Amended October 10, 2001
Amended February 13, 2013
Amended January 12, 2022

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

Policy IHAMB

At the beginning of each school year, all parents/caregivers of students in the Dudley-Charlton Regional School District will be notified, in writing, of the courses and curriculum offered which primarily involve human sexual education or human sexuality issues.

The superintendent of schools will determine the administrator(s) responsible for sending the notice(s). Parents/Caregivers of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/caregivers will be notified of this fact in a timely manner before implementation.

Each such notice to parents/caregivers will include a brief description of the curriculum covered by this policy, and will inform parents/ caregivers that they may:

1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parents/caregivers will be given an alternative assignment. No child who is exempt shall be penalized by reason of such exemption.

2) inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/caregivers and others to the extent practicable. Parents/Caregivers may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the superintendent of schools.

A parent/caregiver who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy, may send a written request to the superintendent for review of the issue. The superintendent or designee will review the issue and give the parent/caregiver a timely written decision. A parent/caregiver who is dissatisfied with the superintendent's decision may send a written request to the school committee for review of the issue. The school committee will review the issue and give the parent/caregiver a timely written decision

Legal References: MGL 71:32A
Adopted August 13, 1997
Amended April 24, 2002
Amended February 27, 2013

NON-DISCRIMINATION POLICY STATEMENT

Policy AC

I. Introduction

It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity. Discrimination, including that based upon race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity of an individual occurring in the workplace or in other settings in which individuals may be entitled access to educational opportunity, is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about discrimination or retaliation against an individual for cooperating with an investigation of a discrimination complaint is similarly unlawful and will not be tolerated. To achieve our goal, acts of discrimination or harassment will not be tolerated and we have provided procedures by which inappropriate conduct will be addressed, if encountered by an employee, student or member of the community.

Because the district takes allegations of discrimination seriously, we will respond promptly to complaints of discrimination in the workplace or educational settings and, where it is determined that such inappropriate conduct has occurred, we 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 goal of promoting an educational and workplace environment that is free of discrimination, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of discrimination.

II. Affirmative Statement of Release:

This policy is consistent with M.G. L. Ch. 75:5: “Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, or gender identity.”

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

III. School Admissions and Participation

(1) All public schools in the district shall admit students without regard to race, color, sex, religion, national origin, ancestry, disability, sexual orientation or gender identity.

(2) No school shall discourage, in any express or implied manner, applicants for admission because of race, color, sex, religion, national origin, ancestry, disability, sexual orientation or gender identity.

(3) The national citizenship of any applicant shall not be a criterion for admission to any public school, and nor shall national citizenship be a factor in the assignment or availability of courses of student or extra-curricular activities.

(4) Any standards used as part of the admissions process to any school [as referred to in 603 CMR 26.02 (1)] shall not illegally discriminate on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity. A student's limited English-speaking ability (see MGL Ch. 71A) shall not be a deterrent to or limitation of a student's admission to a school.

(5) A school shall determine what courses or units of study are required of a student without regard to the race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity of the student.

(6) A school shall not schedule students into courses or units of study on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

(7) All district schools shall, through their curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

(8) Teachers shall review all instructional and education materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity. Appropriate activities, discussions and/or supplementary materials shall be used to provide balance and context for any such stereotypes depicted in such materials.

(9) Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex, nor designed to have an adverse impact on members of either sex.

(10) Participation in extra-curricular activities shall be actively encouraged by each school for all students regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

IV. Active Efforts

(1) The school district shall monitor all aspects of the K through 12 school programs to ensure that all students regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity are given an opportunity to participate in all programs offered by the school including athletics and other extracurricular activities.

(2) All schools shall strive to prevent harassment or discrimination based upon students' race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity and each district school shall respond promptly to such discrimination or harassment when it has knowledge of its occurrence.

(3) The school committee and the superintendent shall provide in-service training for all school personnel at least annually regarding: (a) the prevention of discrimination and harassment based upon race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity; and, (b) the appropriate methods for responding to such discrimination and harassment in a school setting.

V. Complaints of Discrimination: Procedures

If any student, employee or community member believes that he or she has been subjected to discrimination, the individual has the right to file a complaint with our organization. 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, or the superintendent of schools. These personnel are also available to discuss any concerns you may have, and to provide information to you about our policy on discrimination and our complaint process:

Principal Charlton Elementary School 9 Burlingame Rd. Charlton, MA 01507 508-248-7774	**Principal** Heritage School 34 Oxford Rd. Charlton, MA 01507 508-248-4884	**Principal** Charlton Middle School 2 Oxford Rd. Charlton, MA 01507 508-248-1423

Principal Mason Road School 20 Mason Rd. Dudley, MA 01571 508-943-4312	**Principal** Dudley Elementary School 16 School St. Dudley, MA 01571 508-943-3351	**Principal** Dudley Middle School 70 Dudley-Oxford Rd. Dudley, MA 01571 508-949-0720
Principal Shepherd Hill Regional High School 68 Dudley-Oxford Rd. Dudley, MA 01571 508-943-6700	**Superintendent of Schools** Dudley-Charlton Regional School District 68 Dudley-Oxford Rd. Dudley, MA 01571 508-943-6888	

Any person who feels aggrieved as a result of policies and practices within the district with regard to educational opportunities regulated by 603 CMR 26:00, et seq. Will direct their complaints as follows:

- Grievances in regard to discrimination related to educational practices and opportunities shall be directed at first level to the building principal of the school which the student attends or seeks to attend.
- A resolution of the complaint or grievance will be attempted at that level. If the grievant, be they student or parent or caregiver, is not satisfied with the resolution or disposition of the complaint, the grievant shall register a 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, the grievant, the parent or caregiver 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 superintendent's decision, make suggestions to modify and resolve the problem or shall uphold the complainant and reverse or modify the superintendent's decision if and to the extent that in its judgment the decision was not in compliance with applicable law and this policy. The school committee decision and its reasons therefore shall be rendered in writing to the complainant, with a copy to the superintendent.

VI. Investigation of Allegations of Discrimination:

When the school district receives the complaint, it 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 private interviews with: (a) the person filing the complaint; (b) any witnesses if any; and (c) the person alleged to have committed the discriminatory action. When the district has completed its investigation, it 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, the district will act promptly to eliminate the offending conduct, and where it is appropriate will also impose disciplinary action.

VII. Disciplinary Action

If it is determined that inappropriate conduct has been committed by a district employee, the district will take such action as is appropriate under the circumstances. Such action may range from retraining, to counseling to suspension or expulsion if warranted under applicable law, and may also include notification of law enforcement officials.

VII. State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you 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 within policy is not intended to create and shall not have the effect of creating any additional judicial or administrative cause of action or remedy (other than the internal, administrative procedures and remedies set forth respectively in Section V, VI, and VII above), nor of affecting in any way the applicable period of time for filing a claim with the EEOC or MCAD.

The United States Equal Employment Opportunity Commission JFK Federal Building Room 475 Government Center Boston, MA 02203 800-669-4000 617-565-3196 - FAX	Mass. Commission Against Discrimination Worcester City Hall 455 Main Street, Room 101 Worcester, MA 01608 508-799-8010 508-799-8490 - FAX

The following person has been designated to handle inquiries regarding the non-discrimination policies:

District 504 Coordinator
Shepherd Hill Regional High School
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6700

Adopted May 24, 2006
Amended November 14, 2012

TITLE IX, CHAPTER 622 STUDENT GRIEVANCE PROCEDURES

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.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district:

Under IDEA 2004: Section 615 (K) in conjunction with state law under M.G.L. c. 71, 37H & 37 & 37H 1/2:

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes
   a. to develop or review a functional behavioral assessment of the student's behavior to modify a behavior intervention plan or develop an assessment plan;
   b. to identify appropriate alternative educational setting(s); and
   c. to determine the relationship between the disability and the behavior - "a manifestation decision" (Is IEP or Section 504 plans appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does the student understand the impact and consequences of his/her behavior? Can the student control behavior?).
3. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities that may be in some other setting.

4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days
   a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or
   b. if the district provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer orders the alternative placement; and
   c. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP or Section 504 plans, and provides services to address the problem behavior.
5. If the Team determines that the behavior IS a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP or Section 504 plans, the placement, or the behavior intervention plan.
6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP/Section 504 plans or the interim alternative placement, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education services or a Section 504 Accommodation plan:

1. If, prior to disciplinary action, the district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
   a. the parent had expressed concern in writing; or
   b. the parent had requested an evaluation; or
   c. school district staff had expressed concern that the student had a disability.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

HAZING

Hazing of students is prohibited by state law 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.

In compliance with our requirement to provide each student with a written copy of the law forbidding hazing we include the text of M.G.L., Ch. 269, Sec. 17-19:

CH. 269. S. 17, Crime of Hazing; Definition; Penalty

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

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

safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c. 536; amended by St. 1987,
c. 665.CH. 269, S. 18,

Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

CH. 269, S. 19, Hazing Statutes to be Provided; Statement of Compliance and Discipline Policy Required

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start, of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually a report with the regents of higher education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regards to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such reports. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

The following policy has been adopted by the Dudley-Charlton Regional School Committee in regard to the Anti-Hazing Law:

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-house suspension or out-of-school suspension for up to ten days. The second occurrence will result in out-of-school suspension for 3-10 days. The third occurrence will result in out-of-school suspension for ten days.

SMOKING ON SCHOOL PROPERTY

Tobacco Use by Students

Ch. 71, S. 2A –Prohibition Against the use of Tobacco by Students

It shall be unlawful for any student, enrolled in either primary or secondary public schools in the Commonwealth, to use tobacco products of any type on school grounds. Each school committee shall establish a policy dealing with students who violate this law. The policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.

Smoking, chewing, possession 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 prohibited on all district property. There shall be no smoking or use of tobacco products on any school bus at any time. In addition, there shall be no smoking 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 or for other medicinal purposes.)

FIREARMS

CH. 269, S. 10, Prohibition Against Firearms in Schools

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which shot, bullet or pellet can be discharged by whatever means. Amended by St. 1987, c. 150,
s. 2.

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

DUE PROCESS REQUIREMENTS

The following due process rights apply to all students in accordance with guidelines issued by the Massachusetts Department of Education and required by Ch. 71, S. 37H. MGL.

1. Prior to suspension from School Transportation Services or from school for up to ten (10) school days, or assignment to Detention Hall a student shall be given:
   - An oral or written notice of the charges.
   - An explanation of the evidence against him/her.
   - A stated opportunity to present his/her side of the story.
2. A student who is to be suspended for more than ten (10) school days or who may be subject to expulsion by the School Committee shall:
   - Receive written notice of the charges.
   - Have the right to be represented by legal counsel, at the student's expense, at a formal hearing.
   - Have adequate time to prepare for the hearing.
   - Have the right to question witnesses.
   - Receive a prompt written decision with the reasons for the decision.
3. In all instances, notice of the suspension and the hearing must occur before the student may be asked to leave school, except when a student presents an immediate threat to school officials, other students, staff, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but must be held in a reasonable period of time.

SUSPENSION AND EXPULSION

Policy JK

STUDENT DISCIPLINE

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/caregivers.

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/caregiver oral and written notice, and provide the student an opportunity for a hearing and the parent/caregiver 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/caregiver in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/caregiver present, the principal must be able to document reasonable efforts to include the parent/caregiver.

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/caregiver 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/caregiver as required above; Provide the student an opportunity for a hearing with the principal that complies with applicable regulations, and the parent/caregiver 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/caregiver; 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/caregiver, 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/caregiver 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/caregiver'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/caregiver 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/caregiver upon request.

The principal shall provide the parent/caregiver, 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/caregiver by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/caregiver for school communications, or any other method of delivery agreed to by the principal and the parent/caregiver.

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/caregiver 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, he student or parent/caregiver 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/caregiver 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/caregiver 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/caregiver 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/caregiver and superintendent to participate. The superintendent shall send written notice to the parent/caregiver 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/caregiver 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/caregiver 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/caregiver 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/caregivers 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/caregiver 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 in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC
LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 76:21 603 CMR 53.00

Proposed for Amendment
First Reading: Wednesday, September 10, 2014
Second Reading and Adoption: Wednesday, September 24, 2014

USE OF ALCOHOLIC BEVERAGES

Policy JICH

The Dudley-Charlton Regional School Committee prohibits the use of, serving of, consumption of any alcoholic beverages, any tobacco product or nicotine delivery system including a vapor/E Cigarette device; marijuana; steroids; or the unauthorized consumption of any controlled substance at a school function, within our school buildings, on school grounds, on school buses or school provided transportation. A student shall not, regardless of quantity, use, consume, possess, purchase, sell, or give away any beverage containing alcohol; any tobacco product or nicotine delivery system including a vapor/E Cigarette device; marijuana; steroids; or any controlled substance within our school buildings, on school grounds, on school buses or school provided transportation Additionally, any student who is under the influence of drugs or alcohol prior to attendance at, or participation in, school-sponsored activity will be barred from that activity and subject to disciplinary action as outlined in the student handbook It shall be the policy of the Dudley-Charlton Regional School

District to permit the use of a breathalyzer to detect alcohol use at any school related function deemed appropriate by the building principal. An administrative conference with the student and his or her parent(s) or caregiver(s) must take place before the student is readmitted. Conditions must be established and made clear to the student before 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. This policy shall be posted on the district's website and notice shall be provided to all students and parents/caregivers of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with the Department of Elementary and Secondary Education (DESE) in accordance with law in a manner requested by DESE.

LEGAL REFS.: MGL 71:96; 272:40A: MGL 71:37H CROSS REFS.: IHAMA, Teaching About Drugs, Alcohol and Tobacco; ADCA, Drug Free Workplace Policy

Adopted May 17, 1974
Amended March 25, 1987
Amended March 9, 1988
Amended September 23, 1992
Amended July 14, 1993
Amended April 10, 2002
Amended: First Reading: January 8, 2020
Second Reading And Adoption: January 22, 2020

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

SEXUAL HARASSMENT

Policy ACBB

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Dudley-Charlton Regional School District. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded,

sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States or on a school sponsored trip abroad. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations or potential legal action.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of the Title IX Coordinator or building based employees, who may include principals or their designees. The Superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. It also includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee as a condition for an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment, and sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools

immediately report cases of suspected child abuse orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals, these offences and any other serious matters shall be referred to local law enforcement. Schools must treat all reports of sexual harassment seriously that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances).

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

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad. 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 environment that is hostile, offensive, intimidating, to male, female, or gender diverse students or employees may also constitute sexual harassment.

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

Please note that while this policy sets forth the District's goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended 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 sexual harassment.

Retaliation against a complainant, because he/she has filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school District to respond when the District has actual notice of sexual harassment. School Districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the

complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
2) A prohibition of the single investigator model, instead requiring a decision -maker separate from the Title IX Coordinator or investigator;
3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
5) Written notice of allegations and an equal opportunity to review the evidence;
6) Title IX Coordinators, investigators, and decision-makers being free from bias or conflict of interest;
7) Equal opportunity for parties to appeal, where schools offer appeals;

Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For PreK-12+ schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A District may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the District, or his/her designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the District shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient 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.

RECORD KEEPING REQUIREMENTS

The District and/or schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. The District and/or schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contains the essential policy elements, shall be distributed by the Dudley-Charlton Regional School District to its students and employees and each parent or guardian shall sign that he/she has received and understand the policy.

• The Dudley-Charlton Regional School District Title IX Coordinator is Mr. Steven Lamarche at 508.943.6888 slamarche@dcrsd.org

School specific complaints will be received by;

• Mason Road School – Principal Jennifer Desto 508.943.4312 x 611 jdesto@dcrsd.org
• Charlton Elementary School – Principal Laura Ramos 508.248.7774 x 251 lramos@dcrsd.org
• Heritage Elementary School – Principal Peter Olson 508.248.4884 x302 polson@dcrsd.org
• Dudley Elementary School – Principal Christopher Audette 508.943.3351 x610 caudette@dcrsd.org
• Dudley Middle School – Principal Gregg Desto 508.943.2224 x1101 gdesto@dcrsd.org
• Charlton Middle School – Principal Stacey Monette 508.248.1423 x1102 smonette@dcrsd.org
• Shepherd Hill Regional High School – Principal Darren Elwell 508.943.6700 x160 delwell@dcrsd.org

The Complainant may also file a complaint with:

• The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601 Boston, MA 02108. Phone: 617-994-6000.
• Office for Civil Rights (U.S. Department of Education) 5 Post Office Square, 8th Floor Boston, MA 02109. Phone: 617-289-0111.
• The United States Equal Employment Opportunity Commission, Page | 6 John F. Kennedy Bldg. 475 Government Center Boston, MA 02203.

Please note the above entities have specified time limits for filing a claim. LEGAL REF.: M.G.L. 151B:3A Title IX of the Education Amendments of 1972 BESE 603 CMR 26:00 34 CFR 106.44 (a), (a)-(b) 34 CFR 106.45 (a)-(b) (1) 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020 SOURCE: MASC July 2020 Federal Clery Act Page | 7 Adopted December 11, 1996 Amended March 27, 2002 Amended October 25, 2006 Amended December 12, 2012 Proposed for Amendment First Reading March 27, 2019 Second Reading and Amendment April 10, 2019 Amended October 27, 2021

TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS

Policy IHAMA

Teaching About Alcohol, Tobacco and Drugs 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. First Reading: May 11, 206 Second Reading and Adoption: May 25, 2016 SOURCE: MASC March 2016 LEGAL REFS.: M.G.L. 71:1 ;71:96 CROSS
REFS: GBEC, Drug-Free Workplace Policy JICH, Drug and Alcohol Use by Students

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 (943-6888 x 272). The full policy can be found on the district website: http://www.dcrsd.org/uploaded/District_Files/Policies/JKA.pdf

SHEPHERD HILL REGIONAL HIGH SCHOOL
BELL SCHEDULE

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:40-8:44 (64 minutes)	Period 1	Period 7	Period 6	Period 5	Period 4	Period 3	Period 2 ODD
8:48-9:30 (42 minutes)	Period 2 ODD	Period 1	Period 7	Period 6	Period 5	Period 4	Period 3
9:34-10:16 (42 minutes)	Period 3	Period 2 EVEN	Period 1	Period 7	Period 6	Period 5	Period 4
10:20-11:02 (42 minutes)	Period 4	Period 3	Period 2 ODD	Period 1	Period 7	Period 6	Period 5
11:06-12:38 **LUNCH BLOCK**	Period 5	Period 4	Period 3	Period 2 EVEN	Period 1	Period 7	Period 6
12:42-1:24 (42 minutes)	Period 6	Period 5	Period 4	Period 3	Period 2 ODD	Period 1	Period 7
1:28-2:10 (42 minutes)	Period 7	Period 6	Period 5	Period 4	Period 3	Period 2 EVEN	Period 1

Time	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
7:40-8:44 (64 minutes)	Period 1	Period 7	Period 6	Period 5	Period 4	Period 3	Period 2 EVEN
8:48-9:30 (42 minutes)	Period 2 EVEN	Period 1	Period 7	Period 6	Period 5	Period 4	Period 3
9:34-10:16 (42 minutes)	Period 3	Period 2 ODD	Period 1	Period 7	Period 6	Period 5	Period 4
10:20-11:02 (42 minutes)	Period 4	Period 3	Period 2 EVEN	Period 1	Period 7	Period 6	Period 5

11:06-12:38 **LUNCH BLOCK**	Period 5	Period 4	Period 3	Period 2 ODD	Period 1	Period 7	Period 6
12:42-1:24 (42 minutes)	Period 6	Period 5	Period 4	Period 3	Period 2 EVEN	Period 1	Period 7
1:28-2:10 (42 minutes)	Period 7	Period 6	Period 5	Period 4	Period 3	Period 2 ODD	Period 1

Lunch Block			
1st Lunch	11:06	11:26	1st Floor Classes (**exception**: PE classes eat 4th lunch)
2nd Lunch	11:30	11:50	2nd Floor Classes (**exception**: room 208, which eats 4th lunch)
3rd Lunch	11:54	12:14	3rd Floor Classes (**exception**: 3rd floor science classes eat 4th lunch)
4th Lunch	12:18	12:38	PE, Library & Science classes on 3rd floor, and room 208

SHEPHERD HILL REGIONAL HIGH SCHOOL 2024-2025 STAFF

Administration
Darren C. Elwell, Principal
Andrew J. Leach, Jr., Assistant Principal
Michael D. Resener, Assistant Principal
Stacey A. Prosco, Special Education Coordinator

Administrative Assistants
Lisa Pytko, Main Office
Renee Jalbert, Main Office
Alana Burlingame,
Guidance

Business, Technology & Performing Arts
David Lotter, Coordinator
Becky Bussiere
Frank Damelio
Shaune
Ducharme
Thomas Wilson

English
Jamie Congdon,
Coordinator Timothy
Cormier
Kylie Dubey
James Foley
Kristin
Griffiths
Amber Boucher
David McCann
Lily Proffer
Amy Beth Simon
Corey Stefan
Kayla Gagnon
Eric Hensel
Amanda Holton
Jennifer Kustar
Dylan Piehl
William Santic
Raymond
Sullivan

Mathematics
Cynthia Piehl, Coordinator
Patricia Covill
Peter DeCaro
Ryan Dugan
Lawrence Dunn

Science
Thomas Courtemanche, Coordinator
Graces Batista
Daniel Duffy
Kristi Jones
Nicholas Jugovic Karin
Lebeau Sarah
Bisson Judith
Nawrocki Justin
Sauvageau
Anja Wade

Social Studies
Christopher Stowe, Coordinator Amy Bassett
Kathryn Dunn
Steven Gould Mark Kelley
Jamie Mastrapasqua
Matthew Morway
Ricardo Simoes
Nicole Smith

World Language
Eric Rhynhart, Coordinator
Mary Anne Hernandez
Alison Roberts
Ashley Racicot
Helen Selmecki
Olga Torres Lopez

Physical Education, Health & Visual Arts
Nathan Skermont, Coordinator Sarah Armstrong
Lisa Hines
Stephanie Lashua
Sarah Morin
Michael Rapoza

Special Education
Amanda Lotter, Coordinator
Victoria Baker
Catherine Danner-Connole
Stephanie Dieterle
Katie Mathews
Lisa Fitton
Haley Gosselin
Joseph Moran
Deborah Samia
Shannon Sullivan Barbara Marderosian Kim Ayotte, Assistant Lynn Benoit, Assistant Robert Berk, Job Coach Olivia Boehnke, Assistant
Bridgette Ebbeling, Assistant
Eric Fay, Assistant
Erica Santiago, Assistant
Devin LaPlaca, Assistant
Peter Leduc, Assistant Nicole Morrison, Assistant Phil Leiger, Assistant Morgan Leduc, Asisstant Shannon Semanki, Assistant

SCHOOL SERVICES

School Psychologist
Allyson Link

Guidance
James Laliberte,
Coordinator Corey Gendron
Diana
Hernandez
Julie Walker
Darin Haig, Adjustment
Counselor
Jennifer McGrail,
Adjustment Counselor

Athletics
Chris O'Donnell, Athletic
Director
Chelsea Stafford, Athletic
Trainer

Health
Rachael
Goetz Eli
Colon

Library / Media Center
Susan Briere

Speech/Language
Pathologist
TBA

Plant Maintenance Gary
Piekarczyk, Head Custodian
James Gatzke, Asst. Head
Custodian
Brian Benoit James
Gatzke, Jr. Kimberly
Holtman William Kent
Chad Cote
Ryan Desabre

Cafeteria
Matthew Greenberg,
Director Lisa Gardiner,
Manager James
Archambault
Krista Ballou
Valaphom
Blanchet
Thomasina
Gardecki
Elaine
Garrepy
Denise
Navaroli
Ashlynn
Rodriguez
Julie Wheeler



GENERAL INFORMATION

Accidents

Report all accidents on school property to the supervising staff member or the nearest teacher. If the situation warrants it, get help at once from any staff member and the school nurse, particularly if first aid is needed. The school needs a written report on any accident; you file this with the school nurse. Students enrolled with school insurance may secure insurance claim forms at the office.

Artificial Intelligence

Shepherd Hill Regional High School recognizes the impact that generative artificial intelligence (AI) has on our staff, students, and community. As an organization, the staff are encouraged to explore generative AI systems to enhance learning experiences and also educate students about these systems, including the use of, limitations, and legal and ethical issues associated with such systems. Understanding the benefits and limitations of generative AI is crucial to supporting students as they learn the skills needed in today's social and technological landscape.

These guidelines have been developed in an effort to promote responsible generative AI use, taking into consideration data privacy concerns, terms of use, and academic dishonesty.

- The only generative AI systems that Shepherd Hill students are allowed to use are those accessible on the Dudley-Charlton Regional School District network. Additionally, students should only use programs that have signed Data Privacy Agreements in place.
- Assistance from an AI system is not allowed when it interferes with the educational objectives or the assessment of a submitted work. The use of generative AI to complete one's work can also be forbidden at the discretion of the student's teacher.
- Students who use generative AI systems without teacher approval AND proper citation are subject to consequences in accordance with the academic dishonesty policy.
  (Language Adapted from the Wilmington Public Schools)

Assemblies

Courtesy is the rule. Respectful consideration for everyone participating in or attending is the only acceptable form of behavior. Your enthusiasm for a program can be best demonstrated by vigorous applause—unruliness, booing, whistling and so on, are disrespectful forms of behavior. Teachers will monitor student behavior during assembly programs. Remember - the cultural level of Shepherd Hill is reflected in your conduct at assemblies. You have a major responsibility for the impression that the school leaves with the community. Behave always with pride in yourself and your school. Remember the Shepherd Hill Motto: Pride and Unity!

Bus Transportation

Students traveling to school by bus are placed on specific routes and buses established by the Dudley-Charlton School District Director of Finance and Operations. These routes are published annually in local newspapers, usually in late August, before the new school year begins. Students are not free to make changes on their assigned buses without seeking approval first from school administration. Any special arrangements, long term or temporary, must be approved well in advance. Please do not attempt special arrangements through bus drivers because they are not at liberty to do this.

Cafeteria Procedures

The Rule: responsible conduct and consideration towards others. To encourage good nutrition, a well-balanced lunch is available at a reasonable price. We need your help and cooperation to keep all areas clean. Maintain the degree of cleanliness that reflects pride in yourself, your school, and your

upbringing. Keep your table and floor area clean. Deposit all lunch litter in wastebaskets, return all trays and utensils to the dish washing windows, and cooperate fully with the lunchroom supervisors. The cafeteria is not the place for horseplay. Everyone should be able to relax and enjoy a pleasant meal. Food throwing, misuse of utensils, shoving, and fooling around interfere with the rights of others and invite immediate disciplinary action. Those few who cannot cooperate and who violate the rights of others may have the privilege of eating in the cafeteria revoked for a period of time and may have to eat lunch elsewhere. Food fights will not be tolerated. Any student found guilty of precipitating or engaging in a food fight will be subject to disciplinary action which may include suspension from school.

Card Playing

Card playing and other activities associated with gambling are not allowed on school property.

Care of Personal Property

You should remember that you are responsible for any items of personal property that you bring to school. IT IS STRONGLY SUGGESTED THAT YOU PUT YOUR NAME IN/ON ALL ARTICLES OF CLOTHING, INCLUDING FOOTWEAR, BROUGHT TO SCHOOL FOR USE IN PHYSICAL EDUCATION CLASS. Names in jackets are also advisable. Use common sense when bringing in items of value. Don't carry large sums of money. Remember, most of the people around you are basically honest, but in a school this size, even one dishonest person can make life miserable. Unusually valuable or hazardous items should be taken to the principal's office for safekeeping. **THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ARTICLES.**

Care of School Property

The school provides many kinds of materials for you to use, things like books, lockers, school locks, athletic uniforms, school equipment and so on. Responsible students take care of everything they get, realizing that these things must last for years to come. We ask that you take good care of all school property and equipment and that, if you damage or lose something, you replace it or pay for it.Students who owe money for damaged or missing materials will be billed. Unpaid bills will be retained in student folders. Seniors having unpaid bills will not be allowed to participate in graduation exercises. School property that is lost, paid for and later returned may be assessed a 20% administration fee. If the material is no longer used by the school no refund can be made.

Corridor Behavior

RESPECT THE RIGHTS OF OTHERS. Environmental pollution begins in careless littering, defacing property, and vandalism. Reflect pride in yourself and this building with your behavior. Help keep the corridors free from obstructions and use common sense. Extra caution should be used on stairs.

Dances

Dances are extracurricular activities provided to Shepherd Hill students. The goal is to create an atmosphere where students can enjoy themselves and parents can feel secure in the type of environment and supervision provided. Attendance is a privilege rather than a right and school rules and regulations are to be followed at all times. All SHRHS handbook policies will be upheld. In addition, students in attendance are expected to dance in a manner that is appropriate at school functions. No inappropriate dancing will be allowed. This includes, but is not limited to, vulgar or overtly sexual dancing. Should this occur, in the judgment of a chaperone, the student may be asked to leave and parents/caregivers will be contacted. Ticket refunds will not be granted.

When the high school sponsors a dance, all students who are in good standing at Shepherd Hill are invited to attend. Depending on the nature of the dance, guests may be invited. The intent of inviting guests is to allow good friends and alumni friends to attend the dance as a "true" guest of the Shepherd Hill student. In order for a student's guest to attend a dance or the prom, several requirements must be met.

1. The Shepherd Hill student must submit a completed guest form to the office for approval.
2. The guest form must be approved by a Shepherd Hill administrator before a guest ticket may be purchased.
3. Guests must enter the dance at the same time as the sponsoring student from Shepherd Hill.

4. Guests must present a photo ID before they will be allowed to enter the dance.
5. All guests must be in grade 9 or above. Guests 21 years of age or older on the date of the dance are not permitted to attend.

For a student to be able to attend a high school dance, he or she must have been present for school on the day of the dance. Only rarely will we make exceptions to this rule and then only in extraordinary cases, cleared through the office well in advance.

When applicable, dress requirements will be announced. Students will not be admitted to the dance after the event has been in progress for over one hour. If students leave the dance they will not be permitted to return.

Homecoming Dance - Annually sponsored by the Student Council on the weekend of Homecoming (date changes every year based on scheduled sporting events). This dance is open to SHRHS students in grades 9-12 in good standing and their approved guests.

Junior/Senior Prom - Annually sponsored by the Junior Class for the Seniors in May. This dance is open to SHRHS Juniors and Seniors in good standing, and their approved guests.

Directed Study Procedures

The concept of the directed study revolves around the belief that students need a quiet place to study during the day. We believe that everybody needs that opportunity. The following guidelines have been set up with that concept in mind:

Students will be assigned to specific rooms. While in that area, they are under the supervision of the study teacher. Each directed study has special conditions and requirements that the supervising teacher may feel a need to set, but, in general, students are expected to:

1. Come prepared to work.
2. Remain quiet and, at all times, respect the rights of those who need silence to study.
3. A pass/fail designation will be employed.
4. Cafeteria vending machines are not to be used while in directed study.

Students find many uses for study time: this is a time to meet with teachers and make use of the library. Above all, this is the time of the day when students should plan to sit down and "put it all together." Directed study is not limited to doing tomorrow's homework—this is an ideal time to go over those assignments that you are weak in or review for next week's test. Use the time wisely. A reminder...you need a pass to leave your directed study. Grades 10-12 first honor students may be assigned to the library.

Driver Education (Approved April 13, 2022)

Mission

The Shepherd Hill Public Driving School is dedicated to teaching students to drive safely. Our program strives to meet the needs of all students as they begin their experience on the roads. Our staff will help prepare students to make practical decisions while driving defensively. During our classroom sessions, we will complete the RMV required curriculum and provide each student with the opportunity to learn the rules of the road as well as understand the content of the RMV drivers manual. After completing the proper requirements, our students will move to the in-car instruction part of our program where they will put it all together and become responsible drivers in preparation for the RMV road test.

Age Requirement

In order to join our program, the student must be 15 years 9 months old or older before the start of the classroom session. An application must be completed and turned in with the deposit of $350. Our classes fill up quickly and students are accepted in the order in which the application and deposit are received until the class is full. Our class limit is 30 students. A student may apply and take the permit test at the RMV once he or she turns 16 years old. A student may get his/er license 6 months after obtaining his/her permit

as long as those 6 months are incident free driving. Any accidents or violations will delay the ability to get a license.

Program Fee

The $700 program fee includes: 30 hours of classroom instruction, 2-hour parent class, RMV certificate, 12 hours driving, 6 hours observing, and 1 Road test including warm up lesson before road test. The deposit must be paid before a student can begin the classroom session, the complete program fee must be paid in full before any student moves to the driving portion of the program, and any additional fees incurred must be paid before a driving certificate is requested to the RMV and a road test is scheduled. THE RMV FEES FOR LICENSE AND ROAD TEST ARE NOT INCLUDED IN THE PROGRAM FEE.

Refund Procedure

Any registration payment to the SHRHS Driver Education Program for the classroom session will be fully refunded, upon written or electronic request, prior to the start of the classroom session. It may also be transferred to a future classroom session. If a student withdraws from the classroom portion before the start of the fourth class, the registration fee of $350 will be refunded upon written or electronic request. No refunds will be issued after the start of the fourth class or during the in-car instruction session.

Classroom Sessions

The RMV requires 30 hours of instruction. To attend the classroom sessions, please fill out an application, which can be found on the drivers education website and submit it with your deposit ($350). You will receive a confirmation email when you are enrolled in a class.

During the school year, the classroom session for Driver Education will run for a 2-week period. Each session will be 3 hours. During the summer hours, the classroom sessions may be divided differently at different hours of the day.

Any student who misses a classroom session, will be required to make up that same session the next time the class runs. This will delay your ability to complete the program and get your license. Behavioral issues will not be tolerated, students who cannot act appropriately in class will be asked to leave. If a student is dismissed from class for behavior, he/she will have to make up the class the next time the session occurs during another part of the year (usually a couple months later). Any student who is suspended, In-House or Out of School, shall not be allowed to attend Driver Education Classes or Driving Lessons while serving the suspension. If a student is absent from a class for a third time (3 absences), that student will be dismissed from that Driver Education Course Session and may enroll in another Driver Education Course Session in the future.

All students can make up or retake class sessions without further cost. Each student will need to complete all 30 hours of class and pass the final exam with an 80% or higher to move on to the driving portion of the program.

Parent Session

One parent must attend a 2-hour parent class. This is required by the RMV. This class is good for 5 years so if you have another child coming through the program in that 5-year period, you will not have to attend again. If this requirement was completed at another driving school, the certificate of completion must be provided to the Shepherd Hill Driving School for verification. If this requirement was completed at Shepherd Hill, we will research the history if you do not have the document to confirm it. This requirement must be completed before any student can move to the driving portion of the program.

Driving/Observing Hours

Upon successful completion of the following requirements, each student will start the driving portion of the program:

Must complete all classroom sessions and pass the final exam with 80% or higher
Must have paid in full the Driver Ed. Course fee
Parent / Guardian must have attended the required two-hour session or been documented as exempt
Must have completed and submitted a signed Parent/Guardian Consent form.

Must have your Learners Permit and provide a photocopy to the Driver Education program

You will get a confirmation email when you have completed the aforementioned requirements. Students will be selected to drive based on the earliest Learners Permit date of issue and availability of instructor.

Students are required to complete 12 hours of behind the wheel instruction with a Shepherd Hill driving instructor and 6 hours of observing other students drive in our program. In-car sessions for a student cannot exceed 2 hours in one day. In addition, it is required by the RMV that each student drive 40 hours with a parent/guardian before they take a road test with the RMV. A parent/guardian will sign the road test application stating this requirement was completed.

Our instructors will try whenever possible to complete the driving and observing hours about 1 week before the date in which the student is license eligible (6 months from permit date of issue as long as those 6 months are incident free). If a student is not progressing in his or her driving ability, the instructor may ask that he or she put in a certain amount of driving hours with a parent/guardian before driving again. This is to ensure that the student is practicing more on his or her own time and improving his or her skills. We want them all to be successful on road test day. Students will be picked up and dropped off at home when they are not driving after school from Shepherd Hill in which case they will just be dropped off at home. If you live more than 30 minutes from Shepherd Hill, you may be asked to arrange a pick up drop off point with your parents and instructor.

All requirements for the program must be completed before you graduate from high school.

Guardian Paperwork

Any student who has a legal guardian must provide the court paperwork confirming the legal guardianship to the examiner on the day of the road test. The RMV will not allow a student to take a road test without proper documentation (original documents with raised seal and signature) that the person who signed the road test application is in fact a legal guardian.

Returned Check Fee

There will be an assessment of $25 for any checks returned for insufficient funds.

Extra Driving Hours Fee

If a student needs extra driving hours after completing the 12 hours included in the program, he or she may purchase additional hours at a rate of $50/hr.

No Call / No Show Fee

A 24-hour notice is required to cancel a driving appointment. If a student fails to inform the instructor 24 hours prior to the driving appointment a $30 fee will be assessed. The fee will need to be paid prior to the completion of the program.

Additional Road Test Fee

One road test is included in the fee for the course. If a student fails the road test and would like to retake the test through the Shepherd Hill Driving School, an additional road test can be scheduled for a $75 fee.

An RMV certificate will not be requested and a road test will not be scheduled until all fees to the program have been paid.

All procedures, fees, stipends, and pay have been approved by the Dudley-Charlton Regional School Committee.

Electronic Devices

All electronic devices (phones, computers, smartwatches, etc.) are allowed to be brought to school. Personal electronic devices should not be utilized during class time unless directed by a teacher. Provided they are used responsibly and appropriately, electronic devices can be used freely during directed studies, passing time, lunch, and before/after school. Taking pictures or videos of others, without their knowledge

and consent, is prohibited at Shepherd Hill. Using a camera to photograph or record others without their consent will result in the confiscation of the device for the remainder of the day, at a minimum. Administration may require a parent to come to school to retrieve the devices and students may incur additional discipline (up to and including suspensions), depending on the degree of disruption caused.

Upon entering the classroom, all students will be required to place their cell phones in a school-provided cell phone holder, until such time as the teacher deems cell phone access necessary, or the end of the period. If a student leaves the classroom to go to the bathroom, the electronic device will remain in the cell phone holder.

- **First refusal to comply with procedure/reasonable request will result in a teacher detention and parent contact.**
- **Second refusal will result in two office detentions and parent contact.**
- **Third refusal will result in a cell phone ban.**

Emergency Medical Attention

The school reserves the right to arrange for medical attention for a student when no emergency procedure form is available.

Exams

Mid-year and final assessments may be administered to all students at the conclusion of first and second semester.

Senior Exam Exemptions:

1. Half year course "A" Average (90+) may exempt teachers at discretion. 2. Full year course not exempt from mid-term. 3. Full year course "A" Average (90+) may exempt teachers at discretion.

Extra Help

Your teachers will gladly give you extra help. Make an appointment with them or see them before or after class. Most teachers can see you at some time during the day or after school. If you can make arrangements for help during one of your study periods, don't forget to get a pass. Don't wait until the end of the quarter to expect additional help that will help you pass a course. Get help immediately when you are having a problem.

Fire Drills and Emergency Evacuations

A fire drill is an important precaution. It is intended to train you to respond in emergency situations without confusion. Procedures demand the following essentials:

1. Obey orders from your teacher or other person in authority promptly. Their orders are to clear the building following a planned routine. Pass in a single file. Walk, but at a brisk and alert pace.
2. If you are the first person to reach the exit door, open it and hold it open until all students have left the building. Then rejoin your group.
3. Keep quiet! No talking! How can you obey orders if you cannot hear them? Stay with your group.
4. If you are not in a classroom at the time of a drill, you must leave the building by the nearest exit and join the nearest teacher directed group as quickly as possible. Let the teacher know you are there.
1. All groups leave according to a pre-set plan, unless emergency instructions are given. Know where your class goes in the event of an evacuation. The route and location is posted in every room. In case of a blocked exit, your teacher will move your group quickly through the nearest exit. Be alert to your teacher's command and stay calm.

Food and Beverages in Academic Area

Food and drink may or may not be allowed in class, depending on teacher discretion. If students are asked to put snacks or beverages away or not bring them to class they are expected to comply, as they are with all other reasonable requests. Students who fail to comply are subject to discipline.

We do understand from time to time that students forget their lunch when leaving for school. Parents are certainly encouraged to bring in and drop off a brown bag lunch for their child to pick up during lunchtime. There are several guidelines that we would encourage you to follow:

- To reduce disruption to classes—students are not allowed to come down during the non-lunch hours to pick up any food or drink that has been dropped off.
- The main office is not responsible for any food that is dropped off in the main office for your child.
- Students may not order food for delivery during school hours. Food deliveries will be turned away.

Grievances

Do you have a problem? Use the proper channels. If you feel that you are being treated unfairly, talk it over with the person involved. If, after a reasonable effort, the problem is not resolved, discuss the matter with someone else—your counselor, perhaps, or another teacher, or an administrator. If you feel that certain rules or policies should be changed or discontinued, you have a responsibility as a member of your school community to make your opinions known to those people or organizations that can influence change. These include your student government representatives, teachers, and administrators. In addition, work to include such important matters on the agenda of student government meetings, or request a student-administrator meeting to discuss the problem.

Changing established procedures usually takes time and much effort, for conflicting opinions are often resolved only through realistic compromise. If your cause is a valid one, your efforts will not only give you the satisfaction of working for your own convictions, but you will also contribute to the well-being of others.

Health Services

The health suite is available to all students on a daily basis. Except for emergencies, students are encouraged to avail themselves of these services between classes, or before they begin. At this age, health should become the responsibility of the student. We encourage this with assistance in such areas as: Medications, Emergency Form Information, First Aid, Regular Attendance, Physical Examinations, Immunizations, Vision and Hearing Tests, Emotional and Social Problems, Medical Adjustments to School Program.

Some rules do exist regarding the way a student should proceed; medical care is individual, so parental assistance and contact is also necessary.

1. Medication should not be carried by any student without authorization. Any prescription medications, for use during school hours, must be brought to the nurse's office upon arrival, in the original prescription bottle, by the student. The necessary medication will be kept at the nurse's office for dispensing, and the remainder will be returned to the home by the student. Tylenol is available and will be given with permission by the parent on the emergency form. Abuse of any medication will be reported to the parent.
2. Every student is responsible for returning a computer-generated Emergency Information Sheet signed by a parent or caregiver. Information is confidential but essential with an active Physical Education program, and industrial arts department. A call to update information is encouraged.
3. Any accident or illness should be reported to the nurse. All dismissals for illness shall be at the discretion of the nurse with the permission of a parent or designated person on the emergency card only.
4. All absentees requiring a physician's visit should return with a note from the physician describing the nature of the illness or injury, dates, any limitations, and signed by the physician. All other absenteeism requires a parental note.
5. All student-athletes must have a physical examination prior to participation in our sports programs in order to be considered eligible. A physical exam covers the student for 13 months from the previous exam date. The physical is no longer valid after the 13-month limit. Physical examinations must be performed by a duly registered Licensed Physician, Physician's Assistant or Nurse Practitioner. The school physician will be available to conduct exams in the nurse's office. All students are required by Massachusetts State Law to have a physical exam. Students

may use a physician of their own choice or participate in physicals administered in the nurse's office by the school physician.

6. All students become due for a Diphtheria-Tetanus-ten year booster shot during their high school years. This will be done on an annual basis. If a student has any occasion to receive a booster, a record should be sent to the school at that time, signed by a physician or emergency room nurse. All students will receive forms on the year they become due, with additional information on where and how to proceed. These forms must be signed by a physician and returned. Failure to comply with this requirement must mean exclusion from school according to state regulations, but not without a letter from the Nurse and/or Principal. All students will receive a permanent immunization record for college and other requirements upon graduation.
7. Failures of vision and hearing tests will be given to the student, whose responsibility it is to deliver to the parent. Physicians' responses should be returned to be kept on file.
8. Assistance for counseling in diet, drug or alcohol related problems through community agencies, the guidance department or the school psychologist will be available.
9. The nurse will assist with any health-related problems that may interrupt a regular academic schedule.
10. Body piercing of any kind that pose a health or safety hazard to a student or others shall be removed at the discretion of either the principal or school nurse.

We encourage parents to contact the nurse at any time during the school year for any health-related matters.

Homework

Homework is issued in courses to enable students to practice, learn, assimilate, master, (etc.) the course content. Copying homework is wrong because it is counter to the intent, and leaves the "copier" in a poor position to perform on quizzes and tests, with negative results. Teachers also place considerable value on homework within courses and make efforts to identify, and refuse copied homework, with resulting loss to the student. Teachers observing copying of homework will report to the teacher who assigned the homework.

Late Bus Pass System

Students participating in any sport must obtain a permanent late bus pass from their coach. It will be the students' responsibility to use the assigned bus pass to the end of their respective season. Students participating in extra-curricular activities must obtain a bus pass from their advisor or librarian. Late bus routes can be found on the District website on the Student Transportation page.

Lavatory Use

Students who abuse the lavatory may have their privileges restricted (limited to using the Nurse's lavatory.) Examples of lavatory abuse include: vandalism, loitering, vaping, and/or not using the facilities for their intended purpose.

Every effort is made by the school to keep the lavatories clean and sanitary. Soap and paper towels are provided. The staff monitors the lavatories continuously. For your convenience and health, we ask that you follow these simple rules:

1. Individual stalls are designed to accommodate one person at a time.
2. Report any damage to the office.
3. The lavatory is not a sick room. Report to the nurse's office if you are ill.
4. Keep the lavatory clean at all times - this is a reflection on your pride in yourself and in your school.

You may use the lavatory between classes without a pass, provided doing so will not make you tardy. Passes are required during class time. During your lunch period you may only use the lavatory in the cafeteria. Students who abuse the lavatory may have their lav privileges restricted (limited to using the Nurse's lavatory.)

Library-Media Center

The Shepherd Hill Regional High School Library Media Center is maintained as a space where students and faculty can explore new ideas, collaborate, read, study, access computers and online resources, and print in a relaxed atmosphere. Its resources are intended to satisfy a wide variety of subjects for both independent reading and inquiry, as well as provide inspiration for further investigations.

The Library Media Center is typically open from 7:15 a.m. to 2:30 p.m. Students are welcome to schedule after school time with the librarian if they need to stay later. The school expects that library users will be respectful of library materials and furniture. The LMC rules are as follows:

1. All students in Directed Study who wish to come to the library must first check in with their Directed Study teacher for attendance and to secure a Library Pass. Directed Study teachers have 6 passes to distribute using their own discretion. If a student is unable to secure one of those six passes, that student may ask the Librarian for permission to come.
    - Upon the student's arrival in the library, the pass will be turned in to the Library Staff and the student will sign in on the proper Directed Studies sheet (which will be sent back to the Directed Study teacher). Once in the library, the student will be expected to remain until the end of the period, at which time the student will report to their next class.
    - If for any reason, the student needs to leave the library, the student must get a pass from the librarian. Students may be asked to return to their directed studies class if space is limited. Students who are not responsible in the library will have their privileges withdrawn for a period of time.
2. **Food is not permitted in the library**. Beverages with lids are permitted; open containers are not.
3. The library has an automated Circulation System which assigns an individual number to each student and staff member. When checking out library materials, the student needs to take the material to the circulation desk and give the librarian his or her name. All the necessary circulation information will be recorded electronically.
4. Circulating books may be checked out for a period of two weeks; they may be renewed for additional time as long as there is no hold on the items. Reference books and magazines do not circulate. DVDs and VHS tapes only circulate among staff members.
5. Borrowed library materials are to be returned to the circulation desk. The borrower is responsible for seeing that materials are checked in by a member of the library staff. Lost or damaged materials will be paid for by the student who borrowed them.
6. Audiovisual (AV) equipment may only be used inside of the library. If a teacher/staff member needs to borrow AV equipment from the library, the teacher/staff member needs to communicate with the librarian.
7. All library materials and equipment being used by students must be returned to the shelves or circulation desk at the end of each period.

Library Computer Center Rules & Regulations

1. Only authorized students are allowed in the desktop computer area. Authorized means a student has officially signed in at the Circulation Desk or is participating in a group that has signed up for the computer area and is directly supervised by that instructor.
2. All individuals who have signed in at the Circulation Desk will be issued a computer to use based on availability. Students must sign their name and ID#, identify the period and time they are present.
3. The computer area must be left neat and orderly at the time of your departure. All materials and equipment must be returned to their original places, websites/email accounts should be logged out.
4. Any equipment problems should be reported to the Library Staff immediately.
5. Only students with a signed internet permission form will be allowed internet access.
6. In addition to desktop computers, the library also has a number of Chromebooks available for students to use. Chromebooks must be signed out by students, stay in the library, and be returned at the end of the period. Chromebooks may only leave the library with explicit permission by the librarian.

Lockers and Locks

The school maintains lockers, which it assigns to students as a matter of personal convenience. As with any school property, please take care of your locker. These assigned lockers are your responsibility. Students should utilize only that locker assigned. The school lockers are unlocked and do not include padlocks. Students who wish padlocks for their lockers may borrow them from the office. There is a $6.00 deposit required for each

lock. Deposits are returned when the student returns the lock upon either withdrawal or graduation from Shepherd Hill. Only SCHOOL LOCKS may be used on lockers.

Please do not leave things of value or sums of money in your locker. **The school assumes no liability for any valuables lost or stolen**. Also, it is a good idea not to share your combination with any other student. There are enough locks and lockers available for each student. Sharing of lockers is not allowed.

Please bear in mind that the school retains ownership of the locker and lock; the school also reserves the right to inspect the locker if the administration has reasonable grounds to believe that it contains materials injurious to the best interests of the school. The school also retains the right to inspect students, backpacks, pocketbooks, and students' cars (on the premises) for compliance with school rules. Such inspections will usually take place in the student's presence, although that may not always be possible.

Lost and Found

Any student who finds a lost article should turn this item into the main office. Students who lose articles should check with the office as soon as possible.

No School Announcements

The Emergency Call Notification System will be utilized in the event of an emergency situation including snow cancellations, delays and early dismissals. If phone numbers need to be updated, please notify the school ASAP. Announcements will also be televised on Channel 4 WBZ, Channel 5 WCVB, Channel 7 WHDH, and Channel 6 FOX and over radio stations WESO 970 AM, WXL0 104.5 FM, WORC 98.9 FM, WTAG 580 AM, WSRS
96.1 FM, WBZ News Radio 1030 AM or www.dcrsd.org and www.cancellations.com.

Parking on School Grounds

Students who are permitted to drive to school for the entire year will be assessed a fee of $200. Students who are permitted to drive to school after the beginning of second semester will be assessed a fee of $100. The parking lot has been numbered and each student will have an assigned place to park. Spaces may be assigned/reassigned by administration only. In an effort to be as fiscally efficient as possible, students who are issued a parking pass will not be included in the bus routing for the school year. If circumstances change and the student is no longer able to drive themselves into school a seat on the bus will be made available.

Any senior student who wishes to have parking privileges must be registered within the first week of school. After senior registration has concluded, junior students who wish to have parking privileges will be allowed to participate in a lottery system for any remaining spaces. Students must be in good financial standing to be eligible for a parking permit.

Students who drive to school without having the required parking permit are subject to disciplinary action. All student operators and passengers of motor vehicles are required to properly fasten safety belts while on school property. Non-school registered vehicles risk the possibility of being towed at the owner's expense. Additionally, failure to follow proper parking procedure will jeopardize any future consideration of driving to school. We ask that students cooperate with our parking procedure, and only drive to school after successfully registering their vehicles.

Any student failing to adhere to safe driving, posted signs, appropriate parking lane designation, administrative or school personnel directives, registration of vehicle, excessive tardiness or absences, and other school policies will lose their parking privileges. Student parking privileges may be revoked by the administration. Parking fees will not be refundable. Extenuating circumstances may be appealed to the principal in writing within five (5) days. When a student arrives with his/her vehicle, he/she must leave it promptly; he/she may not return to the vehicle during the day until departure time. At no time may students loiter in or near parked cars. Students who drive will be expected to operate their vehicles safely, follow reasonable speeds, and exercise extreme caution. The speed limit for all vehicles on school property is set at 15 mph.

Failure to adhere to the above rules and governing statutes of the Commonwealth of Massachusetts will result in appropriate disciplinary action and may result in loss of parking privilege.

Pass System

The pass system was designed to help students meet their responsibilities to be prompt and to help them get the most out of their school day. Students need a pass if they are in the corridors between 7:40 am and 2:40 pm except when they are changing classes or attending lunch. Students found outside of classes during class time will be expected to hold valid passes. Students at fault will be immediately directed to the office to receive an office detention.

Teachers use passes for several reasons. (1) Excuse a student from a class or study hall to go to another part of the building to do business. When you are out on this pass, make sure you show it to the receiving teacher so he/she can sign it; make sure he/she marks the time when you return to the sending teacher. (2) Sometimes a teacher will want to see you at a certain time; that teacher will use a pass to let you know. (3) If a teacher should keep you late for a reason, he/she should give you a pass to get to your next appointment. It is your responsibility to obtain a pass—don't leave without it.

The office issues a pass to students who have a parental or caregiver's request for early dismissal. These should be brought to the Main Office prior to the start of the school day. (See "Early Dismissal from School," under Attendance).

When you have an appointment with the office, guidance or nurse, you will receive a pass in your Block A class. Plan to honor the appointment. Deliberate failure to do so may result in disciplinary action.

Physical Education

Students are reminded to secure all valuables. Upon request, you may borrow a lock to secure valuables during Physical Education class, or the instructor will lock your valuables in his/her desk during class. However, please make every effort to refrain from bringing valuables to class.

Students are required to successfully earn credit in three (3) Physical Education classes. Students may schedule physical education as an elective upon successful completion of this minimum requirement. Varieties of activities are offered to students of Shepherd Hill and each one presents itself with a new learning problem. Success in physical education largely depends on participation, effort and cooperation with others while skill plays a very minor role.

There are several responsibilities which the student must follow. Each student must report to physical education class dressed in appropriate attire - shorts, sneakers and a t-shirt. To be excused, a student must bring a note from his/her parents stating the reason. After the second consecutive class excuse, a doctor's certificate must be presented. Physical education (required by statute) is a regular class and participation is necessary for a grade. Class cutting is handled as any other class cut. Non-participation will be counted as a zero in compiling grades. Unexcused missed classes can be made up after school. Students are asked to make arrangements with their instructor.

Public Display of Affection

Display of affection in public is to be avoided. Students who disobey this policy will be dealt with on an individual basis.

School Clubs and Activities

(See Academic Requirements for Participation in Extracurricular Activities) – Clubs and activities will function when sufficient student interest is demonstrated and an advisor is available.

School Insurance

Early each year, the school offers a student insurance plan at an inexpensive price. Since parents are, in general, responsible for costs of medical treatment resulting from injuries, they are encouraged to enroll students in this plan, particularly if they have no other health insurance plan. School insurance coverage maintains economical premiums by paying claims where other insurance, if any, leaves off. Therefore, claims must be submitted to any other hospital, surgical, or medical plan you have coverage from first. Students who do enroll in either a "School Time Plan" or "Twenty-Four Hour Coverage Plan" should secure claim forms at the administration office following

any medical treatment covered by the plan. Mr. Leach coordinates all claims and will provide assistance in completing forms. Claim forms are sent from the school office directly with a duplicate file maintained for further reference. The student and parental inquiries should be referred to school administration.

The school insurance provided by the school district for all participants in athletic teams is a separate policy, and all claims, etc., should be referred to the Athletic Director or the Trainer.

School Pictures

Each school year school photography service is available to students in grades 9-11. Grade 12 students usually have portraits produced for graduation and yearbook.

Student pictures are available at a reasonable cost on the following basis:

1. All students are photographed whether they desire to purchase or not. The service provides these individual photos to the school for use in the yearbook and for school I.D. purposes.
2. ONLY students who prepay at the time of photographing will have color sets printed up and forwarded to the school.
3. Students and parents who are not satisfied with the printed sets for any reason may return them.
4. A make-up date is established for students absent on the original date of photographing.
5. All information concerning school photographs is announced several days prior to pictures being taken and all information is provided to students and parents in a printed letter.

All inquiries concerning individual photographs should be directed to school administration.

Senior Privileges

At the discretion of the administration, "senior privileges" may be awarded to deserving members of the senior class. In order to be eligible, students must be in good financial standing (all outstanding class dues and other bills paid) and seniors must meet attendance, discipline, and academic criteria established by the administration. Prior to implementing these privileges, parents will be notified of these conditions and will be required to give written permission for their child to participate.

Skip Days

The school does not authorize "skip days"; no class group or individuals are authorized to "take" days off from school. Seniors are already authorized an official class day on school time. Any student involved in a skip day will be treated under the truancy rule.

Student Attire

Clothing and attire are an innate facet of one's expression as an individual. We encourage students to express themselves and their identity in their physical appearance. Students have the liberty of dressing themselves appropriately in whatever way they desire. That being said, we expect students to practice proper hygiene and common decency as a member of our school community.

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) is 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 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 cultural heritage in their outfits. Items such as bonnets, doo rags, jewelry, bandannas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their cultural heritage, speak out and address the issue with the administration.

If a teacher feels that one student violates the dress code, the teacher will speak to said individual and report the student to the nurse. The nurse, a non-partial representative, will then make the final determination as to if the student violated the rule of common sense and decency put forth in the dress code. The first violation will result in a warning. The second violation will yield an office detention, mandating the student to change outfits, and speaking to a parent with administration. Subsequent violations will be reported to administration for further handling.

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.

Student Fees

- Parking: The parking fee for the school year is $200.
- Athletics: The fee for participation in athletics is currently $150 per sport ($500 maximum per family/year).
  - Advanced Placement: Students who enroll in Advanced Placement courses are required to register and sit for the national Advanced Placement Exam in the corresponding subjects. The College Board assesses a fee for this exam. These fees must be paid by students enrolled in AP courses by September 30. Students in need of financial assistance who qualify for free/reduced lunch should consult with the AP Coordinator.
  - Class Dues: All students are responsible for class dues. Class dues help to defray the cost of class activities and the graduation ceremony. It is recommended that students pay dues in yearly installments or in advance so as not to increase the financial burden at the end of senior year. Students experiencing financial hardship should consult with their Class Advisor.

All student fees may be reevaluated and changed on a yearly basis, but not later than June 30th.

Student I.D.s

Students will be issued a student ID card at the beginning of each year. Students must carry their school ID at all times. Students can wear them with their school issued lanyard or have them on their person. The student I.D will be utilized for an array of purposes to include:

- Attendance at after school activities (i.e., dances, athletic events)
- Senior privilege release
- Library
- Resource Centers
- Study Halls
- Detention
- To check out library materials
- Bus transportation
- Other miscellaneous needs

The student must surrender this card upon request by any faculty or staff member or by the school bus driver. Failure to carry this student ID card may result in disciplinary action. Students may purchase replacement ID cards.

Student Responsibilities

Every member of the school community, including students, parents and staff, shares the responsibility to help the school meet its goals—and in particular, to promote regular attendance, maintain orderly conduct and behavior, ensure freedom from fear and insult or injury, and provide maximum opportunities for learning on the part of each student.

The following are among prime responsibilities of students:

1. To participate fairly in and contribute to the productive classroom work and life of the school.
2. To treat staff and other students with respect, regardless of sex, race, color, creed, ethnic background, social-economic status, or minority group membership.

3. To refrain from impairing the educational process or depriving students or staff of their rights.
4. To respect the personal property of students and staff.
5. To refrain from acts endangering students or staff or impairing the condition of maintenance of school buildings or grounds.
6. To become familiar with and observe regulations set forth in this handbook.
7. To recognize the responsibility of staff for the good order of the school and respond to the authority of staff within the buildings, on the grounds, and at any school-related activities regardless of location.
8. To behave responsibly, reflecting the school's motto of Pride and Unity and to conduct one's self to preserve or improve the quality of the school.

Student Safety

One of our greatest concerns at Shepherd Hill is providing students with a safe place to learn. Each area of the school has certain safety rules that you must follow. In general, the best rule is that of "common sense."

One area that is potentially dangerous is the shop area. Be sure to follow the specific directives of the shop teacher. Pay particular attention to the requirements to wear safety glasses and to wear sensible shoes and clothing when working in shop areas. A second potentially high-hazard area is the science lab. Each lab has specific safety requirements that you must become familiar with and follow. You can never be too safe. Safety is an attitude and the majority of all accidents are preventable - think safe and you will be safe.

Teacher Conferences

We encourage your parents to become involved with our school in as many ways as possible. One of the best ways is to hold a conference and meet with your teachers. There is one regularly scheduled afternoon and evening session held in the fall and again in the spring. All teachers will meet with parents at any reasonable time. Please contact teachers by email or telephone to make an appointment.

Telephone Use

The school telephones are for school business; they may be used by students with a pass when approval has been granted by an administrator. If an administrator is not available an office secretary may grant permission.

Tips for Studying

There is no "best" way to study—some can do it with music or the TV on; some need complete silence. Do what seems to work for you. See your individual teachers and get specific advice. Try following time-tested techniques:

1. Include studying in a well-planned, daily schedule.
2. Come to your study area with the books, pencils, notebooks, and other study tools you need.
3. Look things over before you plunge. Survey the material that is to be studied. Get an overall picture before working on details.
4. Question what you read and what you hear. It's the best way to stimulate your thinking and your recall. Include questions of your own for use during study and review.
5. Concentrate. Reading involves your mind as well as your eyes. This enables you to pick out details for a better understanding of what you are reading.
6. Make reviewing a daily habit. Avoid last minute "panic" reviews or cramming.
7. Work at increasing your vocabulary in every subject. The terms are the key to understanding the ideas and concepts of the course.
8. Develop your skill for taking notes. A notebook should be a valuable tool for you. Make it usable. Organize it to serve your study needs.
9. Get the habit! Daily study is the most sensible, and the easiest way of getting the most returns out of your school experience. Keep an assignment notebook. Use it every school day!

Tutorial Services

High school students trained as Peer Helpers and Tutors, as well as members of the National Honor Society, are often available to tutor students who may need some help in just about any subject. If you think you would like some friendly, confidential help from someone who has it all together, ask your teacher or counselor to try to get a tutor for you.

Vending Machines

Vending machines are located in the cafeteria area for the convenience of the students. Snack machines are operable only after regular school hours.

Visitors

The school has the responsibility to protect you from outside distractions. The rule is to accept only those visitors who have legitimate business in school. Students attending another school may not visit Shepherd Hill without the other school's approval and the parent's/caregiver's approval. No visitors or guests are permitted for the first two weeks of school, the last two weeks of school, during exam weeks, and the day before or after a vacation period.

Vocational Programs

General Laws Chapter 74, Section F guarantees a student the right to a vocational education in the subject area of his/her choice. Students electing a vocational education must apply through his/her guidance counselor early enough to ensure an April 1 deadline. Eligible post-secondary or post graduate students must provide a letter of intent to the Superintendent by February 1.

ATTENDANCE GUIDELINES

It is the contention of the School Committee that when a student displays excessive absenteeism, he/she cannot truly master course content material and denial of partial credit appears reasonable. It is the intent of the attendance guideline to provide a structure in which students can gain maximum benefit from the instructional program. Regular attendance in class is necessary if students are to receive adequate guidance through their course work and benefit from the group dynamics generated within the class. The Shepherd Hill attendance guideline is based on the following premises:

- each class period contains instructional material or activities that are important to the student
- regular attendance provides the continuity to the learning process, particularly in terms of opportunity for interaction among students and teachers
- a student should evidence productive attendance a majority of the semester in order to qualify for full course credit

The Shepherd Hill Attendance Guideline designates six (6) unexcused class absences per subject, per semester (each 1/2 year) as the maximum allowed for normal circumstances of regular school attendance. The allowed number of days for absence is designed to accommodate:

- Personal illness
- Religious holidays
- Serious personal or family problems
- Professional appointments that could not be scheduled outside the regular school day

An "excused" absence is an absence, and is not equivalent to being present in school. This has ramifications for attendance rewards, eligibility for participation in extracurricular activities, etc.

Attendance

When a sickness or a personal family emergency requires you to be absent from school, you must bring a note on the next day to the main office explaining your absence. The note must be signed by your parent or caregiver.

Massachusetts regulations require 95% attendance for all students. The entire school population, including individual groups (i.e., free/reduced lunch recipients, Title I students, special education students) within the school, must each year meet the 95% required attendance level for the school to achieve Adequate Yearly Progress (AYP) and an acceptable performance level. AYP and performance will negatively affect school financing if the standard attendance is not met. It is important that all students attend school at all times.

Shepherd Hill discourages students missing school for extended family vacations. Such absenteeism disrupts the continuity of the student's learning. In addition, school work may not be provided prior to a child leaving for a non-school vacation. Responsible and independent students remain informed about assignments, class discussion, course content, and upcoming assessments during an absence by communicating with their peers or accessing

their teachers' social media posts and webpages. All students are expected to develop this skill. Family vacations are unexcused absences. Students will be expected to make up any class work and/or homework assignments upon returning to school, in accordance with the guidelines for make-up work on page 20. Any work not made up will result in a grade of zero. Early exams (i.e., tests and quizzes) will not be provided.

Students who have accumulated a combination of 10 tardy arrivals and early dismissals during the school year are ineligible for attendance awards.

Provision of the Attendance Guideline

1. Courses are successfully completed and credit earned when the student: a. earns a passing grade **and** b. does not exceed the maximum absence limit.
2. In courses in which students fail to receive full credit due to exceeding the maximum absence limit, an earned passing grade will be recorded and the reason for credit loss will be included on the permanent record.
3. When a student receives a passing grade but partial credit for a course required for graduation, the course requirement will be considered fulfilled. (Note: Students may need to complete additional coursework successfully in order to earn a minimum of 22.00 credits needed to graduate from Shepherd Hill.)
4. This guideline does not pertain to school sponsored or sanctioned activities for which the student has been properly pre-excused. Students must arrange for make-up work when attending these activities.
5. Absences resulting from late entrance into a course will not be counted as class absences. Students who transfer from one class to another during a semester will have days absent from first class counted toward class time in the second class.
6. If a student is late without a pass, (15 or more minutes), that student will be marked absent to that class. Admission slips issued upon late arrival to school will not constitute an exemption. All exemptions to this regulation must be approved by a member of the administrative team.
7. Students who have lost credit as a result of the attendance guideline will be required to attend class on a regular basis. Failure to attend class will result in disciplinary action.
8. It is understood that credit loss will be deducted from the total credit earned toward graduation.
9. Vacation days taken during school time are considered absences acquired toward the maximum absence limit.
10. Students who are hospitalized or under doctor's care and return with a doctor's letter of explanation, which has been verified and accepted by the school nurse and an administrator, may be granted an extension equal to the number of days of that care. **All medical notes must be submitted within 10 school days of the student's return to school.**
11. Staff members will submit to the appropriate office (Main Office or Guidance) credit loss forms when students exceed the maximum number of days absent.
12. It is extremely important that students and parents realize that the six (6) class absences per subject built into the attendance policy are not to be considered as authorized days of absence.
13. Grade 11 & 12 students who visit colleges for the purpose of official tours and informational sessions may have up to 3 days per year excused for this purpose. The student must submit a note from the college within 3 days of their return to school.

Mechanics of Attendance Guideline

1. After four (4) unexcused absences, the principal or a designee will notify the parent or caregiver. A reasonable effort will be made to meet with parents or caregivers who do not provide medical documentation to excuse the absences. The need for good school attendance will be discussed and action steps for improved attendance will be developed.
2. With the accumulation of seven (7) unexcused absences in any one class during the semester (semester is defined as one-half the school year; 1st and 2nd marking periods as semester #1, 3rd and 4th marking periods as semester #2) the teacher will notify the appropriate assistant principal on a Credit Loss Form. The assistant principal will notify the Guidance Office and a Credit Loss Form will be mailed home. **The student will forfeit one half of the course credit** for that semester unless an error has been made in the process or in the computation of the total days absent.

1. After credit loss a student/parent may request an appeal for review in order to re-examine the specific conditions relating to the individual case. The request for review must be in writing to the Shepherd Hill principal within 10 school days. The principal will review the material presented and may extend the absence limit or continue the student's credit enrollment in the class on a probationary basis. If the decision

at this level is not satisfactory, an appeal may be made to the School Committee by writing to the Superintendent of Schools.

Class Cutting

No "cuts" are authorized. A student who cuts a class will be placed in the In-House Suspension Center. Every class in your schedule is essential-there are not enough days of school to accomplish all that needs to be accomplished. All students will attend all classes, directed studies and the lunch period. If you feel you have a problem so important that you cannot attend a class, resist the temptation to cut. There are many ways to work out your problems, using the help of staff, guidance, nurse, or the administration. Go to your classes; then seek the help you need.

Early Dismissal

There are times when illness or personal family business of a serious nature occurs and you need to miss part of the school day. At that time, you may request an early dismissal. Try to schedule doctor and dentist appointments after school, but when emergency demands, try to schedule them early in the day, or late in the day, or during the study period. Only dismissals arranged through the nurse's office as a result of illness, or those explained by a note from a doctor, will be considered excused. To obtain an early dismissal, bring a written request from your parent or caregiver to the principal's office as soon as you arrive at school. The request will be reviewed and an early dismissal slip will be issued if warranted. CHECK-OUT WITH THE OFFICE WHEN YOU LEAVE AND CHECK-IN WHEN YOU RETURN. Students must be in school prior to or dismissed after 11:00 a.m. for the day to count for participation in school activities. Early dismissals are counted as time lost within the provisions of the Attendance Policy.

Tardiness to Class

Promptness to class is as important at Shepherd Hill as promptness to your job is when you go to work. Good school citizens are never tardy to class because that interferes with their own education and disrupts the whole class. You have four minutes to pass between classes, and during that time you can reach any place in the school from any other place. If you are with a staff member or doing an errand that cannot be done at some other time, and if this results in your being late to class, please be sure that you get a pass from the staff member in charge. It is YOUR responsibility to get a pass whenever you are going to be late for or miss an appointment. Students who are tardy to class two times or for a total of five minutes, whichever comes first, will be issued an office detention by the teacher. A special form for office detention should be completed. One copy is to be given to the student and the carbon to the office.

Tardiness to School

Tardiness will be excused only if you have a note of acceptable explanation, such as a dentist or doctor appointment. Extenuating circumstances will be reviewed on a case-by-case basis. Students who arrive tardy to school without an acceptable explanation will not be allowed to enter with coffee or other snacks. Tardiness to school is counted as time lost within the provisions of the Attendance Policy. Habitually unexcused tardiness to school may result in detention followed by in-house suspension as the number of incidents rise. Students who drive their own vehicles to school will have their parking privileges suspended after they have exceeded more than six (6) tardies in a term (without a note from a doctor).

GUIDANCE INFORMATION

The main objective of the Guidance Department at Shepherd Hill Regional High School is to assist students in all aspects of their high school experience.

In striving toward this goal, we encourage all students to see their counselors for assistance with any problem areas or with any informational questions they may have. We do respect the right of student self-determination. Along the same lines, each student is expected to assume the responsibility of the consequences for his/her decisions. Each student is assigned a counselor who meets with him/her in regularly scheduled interviews, at least twice a year. Students may see his/her counselor by requesting an appointment through his/her counselor or through the guidance secretary. All students are again encouraged to see their counselors for emergency situations by dropping into the guidance office.

Below are listed the general categories of services provided for students via the Guidance Office.

- Course Selection
- Career Counseling
- Problem Solving (Academic/Personal)
- Group Counseling
- Testing
- College or Postgraduate Ed.
- Financial Aid Services
- Special Education Services
- Outside Agency Assistance & Referral
- Peer Tutoring
- Provide Guidance Bulletins
- Orientation of New Students

Counselor Assignments

	Grade 12	Grade 11	Grade 10	Grade 9
Mr. Laliberte	A-Cy	A-Cra	A-Bu	A-Cie
Mrs. Hernandez	Bea-Jub	Car-Hur	Cac-G	Con-Joh
Ms. Walker	Kar-Qeu	Jar-Pos	Hac-Pic	Ing-Pin
Mr. Gendron	Rac-Z	Ram-Z	Nav-Z	Pol-Z

Program Requirements

All students must carry enough courses during a school year to accumulate a minimum of 5.75 to 6.0 credits. A greater number of credits may be elected should space be available in courses, if they serve the best interests of the pupil, and if they have been approved by the student's parents and Guidance Department. The following requirements must be met by students in order to graduate:

- Four credits in English
- Three credits in Social Studies
- Four credits in Mathematics
- Three credits in Science
- Successfully earn credit in three Physical Education classes

Schedule Change - Advanced Placement Courses

Each year a deadline will be established by which a student who would like to alter their course selections for the following year and "drop" an Advanced Placement (AP) course must inform the guidance office of their desire to do so. Students will be required to sign a form indicating their commitment to AP courses and will not be able to drop an AP course after this deadline

Course Changes and/or Drops

All changes in a student's schedule must be processed through the Guidance Office. Certain restrictions apply, namely:

1. No course may be entered after the first five meeting days (unless a student is changing levels of a course sequence already taken or is transferring into Shepherd Hill Regional High School).
2. Course may be dropped within the first twenty meeting days with no consequences, although students must carry the minimum credit caseload for YOG.
3. Movement to a lower level of a course/sequence must be done before the mid-point of the course/sequence.
4. The transcripts of students who drop courses after the first twenty meeting days will show the name of the course with WP (withdrawn pass) or WF (withdrawn fail). Exceptions to these regulations will require approval of the student's counselor, the teacher(s) involved, parent(s) and the principal.

At any time in the course change or drop process, a counselor may require teacher and parent involvement.

Promotion and Graduation

The Massachusetts Education Act of 1993 requires that all students be tested for academic proficiency in

grade 10 by passing the Massachusetts Comprehensive Assessment System (MCAS) Test in Mathematics and English. The Classes of 2024 and 2025 must earn either a minimum English score of 472 OR 455-471 and fulfill the requirements of an Educational Proficiency Plan (EPP). In Mathematics, either a minimum score of 486 OR 469–485 and fulfill the requirements of an EPP. In addition, a competency determination with a 220 or higher on a legacy Science Technology Engineering (STE) Test, or the interim passing standard for Next-Generation Biology (467) or Introductory Physics (470) is also a graduation requirement.

To be considered a Sophomore	5.00
To be considered a Junior	10.00
To be considered a Senior	15.75
For Graduation	22.00

Promotion to Grade Nine

Students must pass all core courses (language arts, math, social studies, and science) or make up the subject in summer school to be eligible for promotion to the ninth grade. It should be noted that no more than two subjects can be completed in summer school.

Student Entering

1. Biographical information will be reviewed and verified by the Guidance Administrative office.
2. Parents or caregivers will sign a release allowing sending schools to provide SHRHS with records.
3. Student/ parent(s) meet with a counselor (and Team Chairperson in case of an IEP) In the case of a student in the custody of DCF or DYS students, a meeting is required with the caseworker and the Team Chairperson for a student with special needs.
4. Upon receipt of all records and review by appropriate personnel, an admission decision will be made.
5. Central registration will call the home and arrange for the student to start school.
6. The Massachusetts Education Act of 1993 requires that all students be tested for academic proficiency in grade 10. The awarding of a high school diploma will be coordinated upon the student passing the MCAS exam.

Student Withdrawing

5. The student must return all books and have debts cleared for his or her records to be forwarded.
6. A transfer card will be issued on the last day of attendance upon parental signature.

Transfer Students

A student entering SHRHS must, with his or her parents or legal caregivers, provide official school records from his or her previous school. Such records will include but not be limited to transfer cards, academic records (including grades to date for the current school year), disciplinary records, health records, and an Individual Educational Plan in the case of students with special needs.

Transfer of Credits

IV. All credits previously earned and awarded by another public or recognized private high school may be accepted upon transfer to Shepherd Hill. The student will be informed at the time of enrollment by his or her counselor of his/her credit status and of remaining credit requirements for earning a Shepherd Hill diploma.

V. Students transferring from Home Study Programs:

a. Students transferring into Shepherd Hill from Home Study Programs would automatically transfer credits, as though transferring from another high school, if evidence is presented showing receipt of credit(s) from a Home Study Agency holding accreditation from its appropriate accrediting agency.

b. Students lacking such evidence may be awarded credit for prior work after enrolling for a semester in a schedule of courses determined to be the next logical step in their academic progress and successfully completing that semester's program.

Evidence of progress and success is defined as earning a minimum of C grade in assigned course work.

c. Determining the next logical step may include any or all of the following:

1. Review of curriculum studied
2. Samples of work completed

3. Passing SHRHS produced exams in said subjects4. Passing a standardized test to determine grade levels.

VI. Students transferring from Foreign Schools: Because of difficulties in obtaining transcripts from some countries and major differences in credit systems on those received, students will be placed at the grade level deemed appropriate as in (II) above and held responsible only for credit requirements in those grades completed at Shepherd Hill.

VII. Students who are not satisfied by the decision of Shepherd Hill officials as to acceptance of transfer credits may make an appeal of the decision to the Superintendent of Schools. Such an appeal shall be in writing and shall be submitted within fifteen days from the date of the notification of credits that are not accepted. If the decision of the Superintendent of Schools is not satisfactory to the student, the matter may be appealed to the School Committee. Such an appeal to the School Committee shall be submitted in writing within fifteen days of the decision of the Superintendent and shall be submitted to the Dudley-Charlton Regional School District Office which is located in the Shepherd Hill Regional High School Building.

Graduation: Participation Seniors who have not met minimum academic requirements by the close of school the Thursday prior to graduation will not be allowed to participate in the Graduation Exercises. Seniors who have not fulfilled school obligations (i.e., failure to attend scheduled graduation rehearsals, outstanding school debts, serious misconduct during senior activities, failure to serve disciplinary time) may be excluded from graduation exercises by the Principal.

Summer School

5. Each student has the opportunity to attend summer school to make up course failure, provided a 52 average has been obtained.
6. Students must notify the Guidance Office of their intent to attend summer school. The Guidance Office will apprise students of the minimum letter grade which must be attained to receive credit.
7. A minimum summer school grade of 75 must be attained before students will be awarded credit for courses failed during the preceding school year.
8. Students may take summer school to enrich their academic background. The grade will be recorded on the permanent record. However, credit toward graduation will not be awarded.

Grading System

Teachers assign grades as:

A	=	Excellent Performance	D	=	Below Average
B	=	Above Average	F	=	Failing
C	=	Average	I	=	Incomplete

"+" after a letter grade indicates that the work is closer to the next higher letter grade. "-" after the grade indicates work is closer to the next lower grade. An "F' represents a numerical equivalent ranging from 0 to 59 and students must check with the teacher to determine exactly how low a grade the "F' represents. A "W" means that the student was in a course for part of the term and withdrew or changed sections. The "W" appears on the report card until a final grade is issued for the course.

Teachers assign grades to report all aspects of a student's classroom performance: effort, achievement, homework, class work, and tests, as well as special requirements that vary from department to department. Each teacher publishes a written list of requirements at the beginning of each course which clearly spells out what a student is expected to accomplish. Classroom behavior is not reflected in a student's academic grade.

There are four marking periods at Shepherd Hill. Marking periods 1 and 2 are considered to be in the first semester, the second semester includes marking periods 3 and 4. Some courses are taught in a single semester and some are taught for the entire year. Each teacher will review specific grading criteria at the beginning of the course syllabus. "Interim Progress Reports" will be available at the midpoint of each marking period. Report cards are issued approximately one week after the close of each marking period.

Honor Roll

The Honor Roll is calculated and published approximately two weeks after report cards are distributed.

Honor roll is determined using a student's numerical averages in their courses. The following criteria are used to determine eligibility:

- If the average is 92 or greater, the student earned First Honors.
- If the average is 89 or greater (but below a 92), the student earned Second Honors.
- If the average is 85 or greater (but below an 89), the student earned Recognition.

➢ Students must be enrolled in the equivalent of four major classes during the marking period.
➢ Independent Studies, no credit-classes (such as music assistant, physical education and health classes) are not included in the calculation.
➢ The overall average will not be rounded up.
➢ A student may not have a grade lower than C- (70) for honors consideration.

Incomplete: An incomplete, indicated by the letter "I" on your report card, indicates that you did not meet some mandatory requirements for the course. Incompletes are given at the teacher's discretion, in accordance with departmental procedure. Generally, you will have the number of days absent plus one to make up the work that caused the incomplete: if you fail to do that, your grade automatically becomes an "F" for that marking period. Failure to make up an incomplete at the end of a semester of a full-year course could result in an 'F' for the entire course. Special arrangements may be made, when warranted, through the guidance or administration offices.

Make-Up Work: Generally, you will have the number of days absent, plus one, to make up work due to excused absences as defined earlier within the handbook.

Student Records

Regulations

Your school record includes all the information about you as an individual that the school system keeps, regardless of where or how it is kept (except for certain personal notes which the teachers, counselor, etc. do not share with anyone else.) It is made up of your "transcript" (name, address, courses taken, credits, and grades) and the "temporary record" (everything else, including progress reports, test scores, class rank, extracurricular activities, etc.)

Temporary records should contain only information which is accurate and which concerns you educationally. The State Board of Education has adopted regulations which protect your rights concerning your records.

Seeing Your Records

You and your parents have the right to see everything in your record within two weekdays of your request, unless you consent to a delay. You/your parents also have the right to copies of anything in the record. The school may charge a reasonable fee for copies, which shall not be greater than what it actually costs the school to make the copies.

Privacy of Your Records

Teachers, guidance counselors, and other school personnel who work directly with you can see your records when it is necessary in order for them to perform their duties. With a very few exceptions, no one else can see your records without the written permission of you/your parent(s). You/your parent(s) can also decide which parts of your record should be seen by such people.

Destroying Your Records

The school system must keep your transcript for at least 60 years after you have left the school system. Everything else (the temporary record) must be destroyed within five years after you leave the system. The principal may also destroy records while you are still in the school if the information is misleading, outdated, or irrelevant. Before any records are destroyed, you/your parent(s) must be given notice and an opportunity to get a copy.

The Appeals Process You/your parent(s) can add any relevant written material to your record which you choose. The records regulations also provide an appeals process you may use when you/your parent(s) feel that improper action has been taken concerning your records. This includes situations where you/your parent(s) feel that certain information in your record is inaccurate, misleading, or irrelevant and you want it removed. This appeals process begins with notifying the principal in writing or requesting a conference.

Within one week of this notification or conference, the principal shall make a decision in writing. If you/your parent(s) are not satisfied, you may appeal, first to the superintendent and then to the school committee.

Alternative Education Programs

The following programs are available to students with behavioral or academic needs which cannot be met in the traditional school environment. These programs are available to student (grades 9-12) who meet the requirements of the Special Needs Department. More information may be obtained through the guidance office.

Project COFFEE
Project GROW
Project COPE
RISE Academy

EXTRA CURRICULAR ACTIVITIES & REQUIREMENTS

Academic Requirements for Participation in Extracurricular Activities Adopted by the Dudley-Charlton Regional School Comm. Revised Aug 30, 2023

A student must secure during the last marking period preceding participation in an extra-curricular activity a passing grade in at least 4 courses of prepared work. Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma.

- Beginning of School Year: A passing grade must be obtained in at least 4 courses during the 4th quarter the previous year as well as a cumulative passing grade in at least 4 courses of prepared work.
- End of 1st Quarter: A passing grade must be obtained in at least 4 courses of prepared work during the 1st quarter.
- End of 2nd Quarter: A passing grade must be obtained in at least 4 courses of prepared work, as well as a passing final grade in half-year courses.
- End of 3rd Quarter: A passing grade must be obtained in at least 4 courses of prepared work during the 3rd quarter.
- A student cannot at any time represent the school unless that student is taking at least 4 courses of prepared work. In the case of interscholastic athletics, MIAA minimal requirements of eligibility must always be met.
- Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that marking period have been issued.

These regulations affect athletes, cheerleaders, student council, class officers, theater groups, yearbook staff, stage band, show chorus, and other groups supervised and/or financed by the school in which students enjoy some degree of freedom in selection, planning, and control.

Eligibility Requirements

In addition to being in good standing, all class dues and book bills to date must be paid in order to participate in extracurricular activities, as deemed appropriate by the administration (dances, student-council sponsored activities, and other events).

NOTE: Band/chorus credit areas will not be subject to eligibility requirements.

D. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.
E. A student cannot count for eligibility for any subject taken during the summer vacation, unless that subject has previously been pursued and failed.

ATHLETICS

Philosophy

Shepherd Hill strongly supports the commitment to the ideals of interscholastic athletics. We believe that a broad athletic program, competently directed by people committed to the goals of the school, contributes to the future success and happiness of our students. The athletic program is an essential school component that provides young men and women the opportunity to develop self-image, character, and good physical health. Proper student conduct will be expected at all athletic events, home and away. Students who fail to display good sportsmanship, or engage in other behaviors or activities are subject to disciplinary action based on the guidelines found in the student handbook.

Objectives

- To establish a standard of excellence.
- To increase one's level of ability and physical fitness.
- To increase mutual support within a group and between the school and community.
- To instill a sense of enjoyment and fun in being with others.
- To develop skills to cope with competitive situations.
- To develop a high level of participation.

Sport Offerings

	Boys	Girls
FALL	Cross-Country	Cross-Country
	Varsity/JV/Fr. Football	Varsity/JV/Fr. Soccer
	Varsity/JV/Fr. Soccer	Varsity/JV Field Hockey
	Cheerleading Golf	Varsity/JV Volleyball
WINTER	Varsity/JV/Fr. Basketball	Varsity/JV/Fr. Basketball
	Wrestling	Varsity/JV Indoor Track
	Cheerleading Indoor Track	
SPRING	Lacrosse	Varsity/JV/Fr. Softball
	Varsity/JV/Fr. Baseball	Track and Field
	Track and Field	Tennis
	Tennis	Lacrosse

Rules and Regulations - General

4. Participation in the interscholastic athletic program is voluntary. No student has a protected right to participate in this program. Students who participate agree to abide by the rules promulgated by the M.I.A.A., the league(s) to which the school belongs, and other rules and regulations adopted by the Dudley-Charlton School Committee including a $150 per sport athletic fee ($500 maximum per family/year). It should be noted that any Co-Op fees paid to another High School do not apply to the family max guideline under Shepherd Hill.

5. Academic Eligibility - M.I.A.A.

A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long 'major' English courses. Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.

- A "traditional year-long 'major' English course" equivalent amounts to any course that receives credit towards graduation that is directly proportional to the credit received for a "traditional year-long 'major' English course (e.g., English 10 receives 1 credit to meet year-round and Intro to Business receives 0.5 credit to meet half-year, the elective course would be considered "equivalent"). These criteria *do not* refer to "core" courses.

- A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving school's eligibility standards (see MIAA Rule 57.7.1).

- FALL - To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year, the equivalent of four traditional year-long major English courses. Term grades cannot be used to determine fall eligibility.

- END OF Q1, WINTER & SPRING - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long 'major' English courses. (e.g., second quarter marks and not semester grades determine third quarter eligibility)

- A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible.

- Incomplete grades may not be counted toward eligibility until they are made up following school policy - a waiver, in writing, may be requested from the building principal.

- A student who repeats work upon which a student has once received credit cannot count that subject a second time for eligibility.

- A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year.

- All co-operative team athletes must meet the eligibility standards of their own school as well as the host school.

- Students receiving services under Massachusetts Special Education Regulation 603 CMR 28.00, whose individualized education plan is a 40 or more restrictive prototype, may be declared academically eligible by their building principal provided that all other eligibility requirements are met.

6. Academic Requirements for Participation in Extracurricular Activities (Adopted by the Dudley-Charlton Regional School Committee 4/11/84) Revised August 30, 2023

   A student must secure during the last marking period preceding participation in an extracurricular activity a passing grade in at least 4 courses of prepared work. Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma.
   Eligibility Requirements:
   - Beginning of School Year: A passing grade must be obtained in four classes during the 4th quarter the previous year as well as a cumulative passing grade in at least four classes of prepared work.
   - End of First Quarter: A passing grade must be obtained in four classes of prepared work during the first quarter.
   - End of Second Quarter: A passing grade must be obtained in four classes of prepared work, as well as a passing final grade in half-year courses.
   - End of Third Quarter: A passing grade must be obtained in four classes of prepared work during the third quarter.
   - A student cannot at any time represent the school unless that student is taking at least four classes of prepared work. In the case of interscholastic athletics, MIAA minimal requirements of eligibility must always be met.
   - Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that marking period have been issued.

7. **Fall**: Monday before Labor Day to the first Monday after Thanksgiving. **Winter**: First Monday after Thanksgiving to the third Monday in March. **Spring**: Third Monday in March to completion of schedule or MIAA tournaments and/or championships.

8. All student-athletes must have a physical examination prior to participation in our sports programs in order to be considered eligible. A physical exam covers the student for 13 months from the previous exam date. The physical is no longer valid after the 13-month limit. Physical examinations must be performed by a duly registered Licensed Physician, Physician's Assistant or Nurse Practitioner. The school physician may be available to conduct exams at specified times prior to the start of an athletic season, depending upon stated need and/or extenuating circumstances.

9. A prospective student athlete must register, with the help of a parent, guardian, or caregiver, online through FinalForms or similarly offered registration platform prior to the posted deadline, as determined by the athletic director. No student will be allowed to participate without a completed online registration.

10. Student athletes and at least one parent, guardian, or caregiver must attend Student/Parent Orientation Seminar or any other similar preseason programming.

11. Violations observed by a Shepherd Hill staff member or brought to the attention of coach, athletic director, or principal will be disciplined accordingly.

12. Ineligible Students - A student who is ineligible may try out for a sport. A maximum of five (5) school days is appropriate for a tryout. He/she remains ineligible until the quarter report card is issued.

13. Notice of athletic injury risk – participation in athletics is inherently dangerous. Even though we provide a professional staff and quality equipment and facilities, injuries can and do take place. All students participate in athletics voluntarily with permission of their parent/guardian. Along with this participation, the students and parent/guardian accept the inherent risks to which students expose themselves.

Suspensions/Dismissal

- Suspensions may be made by the coach, athletic director, assistant principal, or principal.
- Suspensions may be affected for the health and safety of the athlete(s).
- A student dismissed from one team may not participate on another team that season and may be suspended from the interscholastic program for a full year.
- Suspension from the total athletic program may be made by the principal upon recommendation of the athletic director.
- Suspension/dismissal may be appealed in accordance with the student handbook (coach, athletic director, assistant principal, and principal).

Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer." It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

This MIAA statewide minimum standard is not intended to render "guilt by association," e.g., many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

<u>Minimum PENALTIES</u>

- First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests

totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated, i.e. all fractional parts of an event will be dropped when calculating the 25% of the season.

- Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal parts of an event will be truncated, i.e., all fractional part of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student on his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal parts of an event will be truncated, i.e., all fractional part of an event will be dropped when calculating the 40% of the season.
- Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

1st Offense:	**# of Events/Season**	**# of Events/Penalty**
	1-7	1
	8-11	2
	12-15	3
	16-19	4
	20 or over	5
2nd Offense:	**# of Events/Season**	**# of Events/Penalty**
	1-3	1
	4	2
	5-6	3
	7-8	4
	9	5
	10-11	6
	12-13	7
	14	8
	15-16	9
	17-18	10
	19	11
	20 or over	12
2nd Offense: w/Dependency Program	**# of Events/Season**	**# of Events/Penalty**
	1-4	1
	5-7	2
	8-9	3
	10-12	4
	13-14	5
	15-17	6
	18-19	7
	20 or over	8

During practice or competition, a coach shall not use any tobacco product.

Steroid Use - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their

use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short- and long-term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

Good Citizen Rule

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility.

School Issued Equipment/Uniforms

- School-issued athletic equipment and game uniforms are not to be worn or used for practice or at any time other than at a school-sponsored athletic event.
- The student-athlete is responsible for the clothing and equipment issued to him/her. All equipment not turned in at the end of the sport season will be billed at current replacement cost. The assessment must be paid before the end of school year and before awards are given.
- Student athletes are to keep the locker room clean.
- All team lockers will be empty following the completion of the season.

Travel

- Players must ride to and from out-of-town games on school-owned or chartered buses. Players may not travel to an away athletic contest in private transportation and participate in a game without the expressed permission of the athletic director and principal.
- All athletes are reminded that, when visiting other schools, Shepherd Hill is the guest. The athletes will act in a reasonable and courteous way. This includes respecting the facilities and equipment of the host school. Any malicious destruction of property will result in an assessment of damages for restitution and dismissal from the team.
- Clothing (attire) will be neat and suitable, as advised by the coach and/or athletic director.

Attendance - School/Practice/Game

- School attendance is mandatory for everyone.
- Students must be admitted to school prior to 11:00 a.m. or they are ineligible to participate in an athletic practice or contest on that day.
- Students who are admitted into school after 11:00 a.m. must have made arrangements to do so and receive permission from the administration at least 24 hours in advance. They then are eligible to participate in a practice or game on that day.
- Students are ineligible to participate in athletic practices or contests on days they are serving an in-house suspension. Also, if suspension occurs on a Friday, students are not allowed to participate in athletics until they have completed one day of normal school attendance.
- Athletes should expect to practice or have a game on every school day; occasionally, a weekend practice.

Eligibility

- MIAA Regulations
- Any student not enrolled in Shepherd Hill Regional High School the previous school year must submit to the coach written permission from the athletic director and director of guidance before he/she will be allowed to participate as a team member. Does not apply to Freshmen.
- Students are considered as members of an athletic team if they appear on the roster for that team, which must be submitted to the athletic office two weeks from the date of the first allowable practice as dictated by the MIAA.
- If a student's name appears on the official team roster, he/she may not participate on another school team during the same season without written permission from the athletic director and coach of the original team.
- Students may not join an athletic team after two weeks have elapsed from the first allowable practice as dictated by the MIAA. Exceptions may only occur with written permission of the athletic director and director of guidance.

Additional

- No team will be allowed to practice unless under the direct supervision of their coach or substitute coach.
- Accident insurance will be provided: supplemental coverage, non-duplicating policy.

Awards

- To be eligible for an award, a student athlete must be listed on the official team roster at the conclusion of the season.
- Seasonal awards may include the following:
    - League All-Stars
    - League MVP
    - Varsity Letter
    - Sport Pins
    - Team MVP
    - Team Coaches' Award
- Varsity letters will only be awarded once during the student-athlete's high school career, following their first season of varsity participation. Varsity participation will be determined by the varsity head coach, in addition to the student-athlete being listed on the varsity roster for any period of time.
- Sport pins will be awarded for each year of varsity participation (e.g., Year 1 Varsity = letter & sport pin; Year 2 Varsity = sport pin; Year 3 Varsity = sport pin; Year 4 Varsity = sport pin). JV pins may be awarded for each season of junior varsity participation. Captains' pins may also be awarded for each season served as an official team captain, as verified by the head coach.
- Seasonal awards will be distributed by the coaches at their teams' respective end-of-season banquet or gathering.
- Annual awards may include the following:
    - The Edward "Coach K" Kaliszewski Memorial Scholarship
    - The Edward Jarosz Memorial Scholarship
    - SH Scholar Athlete Awards
    - Rookie of the Year Awards
    - Rising Star Awards
    - Ram of the Year Awards
    - Central MA Athletic Directors Awards
    - James Herrion Memorial Sportsmanship Trophy
    - Anthony Vegnone Memorial Sportsmanship Trophy
    - Special Recognition Awards
- Special recognition awards are given to those graduating senior student athletes who have participated in three varsity sports throughout their senior year.
- All annual athletic award recipients will be chosen by a committee of SHRHS coaches and/or faculty/staff, in collaboration with the athletic director and building administration.

- All seasonal and annual athletic awards are subject to change, both in criteria for consideration and in physical presentation, and may be discontinued or altered at any time.
- M..**I.A.A. Eligibility Summary**

The violation of any eligibility rule may result in forfeiture of a game won or the elimination of a player from participation for one year. A mistake could spoil a season. If there is any doubt concerning eligibility, consult the principal or athletic director. The rules apply to all teams (i.e., varsity, sub varsity, and freshman), to all grades, and to both girls' and boys' sports.

For a complete detailed listing of M.I.A.A. rules, please visit their web site at www.miaa.net.
There are many other important rules and regulations that must be adhered to. Those listed above are most common and must be understood. Consult the principal or athletic director if there is any possible doubt.

SCHOOL CLUBS & ACTIVITIES

Academic Decathlon

Academic Decathlon is a team competition where students from Shepherd Hill match their intellects with students from other schools. Teams compete in ten categories: Art, Economics, Essay, Interview, Language and Literature, Mathematics, Music, Science, Social Science, and Speech. Each category follows a new theme each school year. Gold, Silver and Bronze medals are awarded for individual events and total scores. Winning teams advance through the local, regional, and state levels of competition. The state champions compete at the national finals.

Astronomy Club

The Astronomy Club tries to coordinate monthly viewings both in the morning and evening hours. Members are encouraged to volunteer in outreach viewings given by the club at the in-district elementary schools.

Band

The Marching Band and Concert Band has the status of a regular credit class; it meets daily and offers students an opportunity to develop skills in instrumental performances and an appreciation of good music. Anyone is allowed to join. The Marching Band which includes wind instrumentalists, percussion, and color guard play at home football games, school assemblies, parades, and six or seven Marching Band Festivals. The Concert Band plays in three or four formal concerts per year.

Best Buddies

Best Buddies is a club designed for students who may have intellectual challenges who mix and mingle with their typical peers at social events. The focus of the club is to provide the springboard for socializing opportunities for students who might not ordinarily meet each other. Members attend regular after school meetings to organize fun activities during school, after school, and outside of school (evening and weekends). Members are also expected to talk to, text, e-mail, and/ or spend time together outside of school to forge lasting friendships. New members are always welcome!

Chorus

The Concert Choir also has the status of a regular credit class; it is a singing group composed of high school students placed in singing sections. A wide variety of choral literature is covered during the year, and rehearsals are held both during the school day and in the afternoon and evenings. The Choir performs at least twice a year, during the Christmas season and in the spring. Since the primary goal of the Choir is performance, it also is actively involved in singing in programs in the community area. Attendance at all events is expected. Participation in one performance outside the school day is expected each semester. Various kinds of songs are learned by the group, designed to give the singers experience in singing part songs and to introduce them to the responsibilities inherent in group activity of this nature. The Show Choir is a select vocal ensemble. All music is staged and choreographed, and the group performs with a rhythm section. Singers are selected by audition and are expected to be members of the chorus. The group gives numerous performances in and around our communities. In addition, they participate annually in several music festivals and host the Central Massachusetts.

Drama Club/Stage Crew

The Drama Club presents two productions each school year. Opportunities are offered to the student body to participate in acting, set construction, costume design, lighting and make-up artistry.

E-Sports

Students who are interested in competing in the High School Esports League can represent Shepherd Hill in various games they play at home. There are a number of different games that can be played including teams composed of a single student to starting rosters of 6 students.

Envirothon Club

Environthon has been an active environmental group for several years at Shepherd Hill. The club focuses on issues affecting the planet and works to make positive changes that will have lasting results for the school and the community. Some of the work we have done with local and national environmental organizations includes helping with cleanups, testing water quality and energy awareness. Our club also handles all of the recycling on campus. In addition, members learn about local ecology and natural history by exploring outside on and off school grounds. Environthon meets every week to work on different projects throughout the school year. Organized field trips, some overnight, are also a part of this club.

Gender Sexuality Alliance (GSA)

The group discusses LGBTQ topics relevant in world news, provides education, plans events and fundraisers, plays games, engages in group discussion and sometimes welcomes guest speakers. The GSA has held live acoustic music nights/Q & A sessions, attended Worcester Youth Pride, Boston Pride and the MA DESE GSA Leadership Council joining other middle and high school GSAs in surrounding towns. The GSA is open to all students.

Global Awareness

Global Awareness extends learning into the world-wide classroom with a yearly trip to a foreign destination. This experience prepares students to be global citizens by creating a greater appreciation of cultural diversity and promoting a greater global understanding. Students will have an opportunity to practice the language that they have been studying in the classroom, to admire historic landmarks, to manage foreign currency, to taste foreign cuisine, to experience life in a country other than their own and to gain confidence with travel. Shepherd Hill students in grades 9-12 are eligible to participate if they are enrolled in a foreign language or have successfully completed two years of foreign language study. Students must also have maintained a record of good school conduct and citizenship.

Hill TelegRam

The Hill TelegRam is Shepherd Hill's unique student-led newspaper. As journalists, we report and cover school-related events, local and community news, and national and international events. Through both our physical and digital newspaper, we look for writers of all abilities and levels to better ensure their written communication skills.

HillProv (Improvisation & Comedy)

HillProv is the Hill's first improvisation comedy club. HillProv members meet weekly to practice and learn

the art of "acting without a script", playing games and creating skits to showcase their comedy chops.

Humanities Scholars' Collaborative

The Humanities Scholars' Collaborative is a group of students who take a series of visits to local Worcester area colleges. The Collaborative's mission is to enhance students' studies of American history and American culture by attending lectures and seminars presented by the host universities professors. These lectures and seminars ask students to think critically and creatively while challenging them to accept responsibility in shaping the future of the United States. In addition to sitting in on lectures and seminars the students also debate topics in small discussion groups with members from other central Massachusetts schools.

Jazz Band

The Jazz Band meets once or twice a week and offers students an opportunity to develop skills in instrumental performance and explore different genres of music including Jazz, Swing, Funk, and Rock. It is an auditioned ensemble. They perform at several formal school concerts and community performances throughout the year as well as a few Jazz Festivals.

Junior Booster Club

The Shepherd Hill Booster Club is a parent/teacher/student run organization that offers students the opportunity to serve their school community in a positive way by sharing ideas and donating their time. The Shepherd Hill Booster Club supports music, arts, sports, academics, clubs and other activities within our school community through various fundraising efforts and merchandise sales. The continued existence and success of the Booster Club is only possible with parent, teacher, student and community involvement. Your commitment to sharing ideas and volunteering your time is greatly appreciated! Volunteering your time may qualify you for a SH Booster Club Scholarship. Junior Booster Club members and a parent/caregiver must be active members of the SH Booster Club and satisfy all the scholarship application criteria.

Math Team

The Math Team is made up of students who have an exceptional interest in math. They compete in four meets a year.

Model United Nations Club

Are you interested in discussing global issues and expanding your knowledge on international politics and relations? The Model United Nations is a club where students research and represent different countries to examine how to handle global crises. New members are encouraged to attend to participate or observe.

National Honor Society

The Shepherd Hill Chapter of the National Honor Society strives to promote an enthusiasm for scholarship, a desire to render services and the development of character and leadership. Members of the Society are inducted each spring from students in grades 10, 11, and 12. A minimum scholastic unweighted average of 3.6 is required for eligibility. Selection is made by a Faculty Council on the basis of service, leadership, and character. Open to sophomores, juniors and seniors by invitation and application.

Peer Helpers

Peer Helpers serve students of the Shepherd Hill community as tutors and academic mentors. Students in grades 9-12 are eligible to participate and can do so through a sign-up process during the first month of school. The Peer Helper Advisor assigns peer helpers to students based on specific subject needs and study halls that students and peer helpers have in common.

Ski Club

The Ski Club is headed by an advisor & three officers and is open to students in grades 9-12. Skiing and transportation costs are paid by club members.

Student Council

The purpose of the Student Council at Shepherd Hill is to help create greater involvement, interest and a

closer unity between the student body and the faculty and administration. It consists of seven elected officers, class officer representatives, and a varying number of non-elected members. Non–elected members earn their Positions through the accumulation of council points by volunteering their time to promote school pride and unity through Student Council events.

The Student Council is involved in many activities. It organizes both social and service activities whose overall purpose is to improve the climate of the school. In addition, the student government has a key role in helping to develop school rules and in helping to keep open communications between students and the staff. Students interested in serving this organization as an elected officer should contact the advisor.

Students elected are expected to meet the following requirements:

11. Currently passing all major subjects.
12. Currently in good standing (no suspensions or repeated offenses that result in disciplinary action.)
13. No malicious use of social media.
14. Submit a nomination form with signatures from their peers.

All elected officers are expected to uphold the Student Council Constitution and follow the rules of the handbook at all times.

Tri-M Music Honor Society

Tri-M is the National Music Honor Society. Students must be an active member of the music department and meet a specified criteria to become a member. Tri-M fosters community through music.

Winter Color Guard

Winter Color Guard performs throughout the winter months at color guard festivals throughout New England. The students do dance routines as well as choreography with traditional color guard equipment including flags, rifles, and sabres. Beginners are welcome. Practice is held at least two or three times a week. Attendance at all events is expected.

Winter Percussion

Winter Percussion performs throughout the winter months at percussion festivals throughout New England. The students perform various programmatic repertoire with choreography and drill. Beginners are welcome. Practice is held at least two or three times a week. Attendance at all events is expected.

Yearbook

The Shepherd Hill yearbook, Country Roads, is published annually by student members of the yearbook staff. The publication features not only seniors, but all students in grades 9-12. It is designed as a photojournalistic chronology of the school year.

DISCIPLINE GUIDELINES

General Disciplinary Procedures

The purpose of discipline is to help students meet their responsibilities at school. Most students can discipline themselves so that the school authorities do not have to. A few people, however, do not seem to be able to do what they should on their own, and at that point, the school has to step in and discipline. Generally, students who break rules can expect the following kinds of responses:

10. **"EXCLUSION FROM ACTIVITIES"**. Occasionally students do not respond to traditional disciplinary procedures by changing their behavior. When a student demonstrates a pattern or poor choices or repeatedly fails to meet expectations for student behavior, the student may be excluded from school activities and functions for a period of time to be determined by the administration. This approach will often coincide with other disciplinary consequences

11. **CLASSROOM DETENTIONS**. A teacher may require a student to stay for a classroom detention. The student will generally receive at least 24-hour notice, although they may stay on the same day when the parent has been contacted. Office and classroom detention take priority over any other activity and last until 3:20 p.m. Students serving detention may ride the 3:30 last bus home or their parents may provide transportation.

12. **OFFICE DETENTIONS**. Students assigned to office detention will not be allowed to use personal electronic devices (cell phone, iPod, headphones, etc.) These items will be collected by the detention supervisor, secured in the office, and returned at the end of the student's detention. This detention is assigned by an administrator or a classroom teacher for tardiness to class and served in a detention hall under a teacher's supervision. Students are to bring work with them, as they are to be quiet and productive during this time. Students will generally receive at least 24 hours' notice although they may stay on the same day when the parent has been contacted. Students on office detention may ride the 3:30 p.m. late bus home or their parents may provide transportation. If the student is absent the day of the detention, they are expected to report to the next day's detention.

13. **IN-HOUSE SUSPENSION**. Students assigned to the in-house suspension room will not be allowed to use personal electronic devices (cell phone, iPod, headphones, etc.) These items will be collected by the in-house supervisor at the start of the school day, secured in the office, and returned at the end of the student's suspension. Repeated failure to adhere to basic rules; failure to show response to more customary (conference, detentions, etc.) disciplinary measures; and certain specific offenses will lead to placement in the school's In-House Center. Examples of some of the offenses that will directly lead to placement in the In-House Center are:
    - Insubordination
    - Class cutting
    - Detention cuts

    During an In-House Suspension a student will:
    - Spend the day in the center in isolation from the student body under the supervision of a teacher(s). Lunch and rest room use will also be supervised and at times separate from the remainder of the student body.
    - Work towards the goal of returning to regular classes through an itemized good behavior record kept period by period each day by the center supervisors.
    - Upon satisfactory conclusion of assigned time in the center, a student may be required to confer with his/her counselor and with the administrator who processed the In-House suspension to be reinstated to class.
    - A student who creates serious problems in the center, or fails to cooperate, may be assigned another day of in-house suspension or be suspended out-of-school for up to 3 days. Students may then be required to satisfactorily complete the original assigned time in the center as a condition of reinstatement to school.
    - After the second In-House suspension, the student will meet with his/her guidance counselor to discuss the unacceptable behavior.
    - After the third In-House suspension during the semester, the administrator will request a parent conference and include the guidance counselor. At that point, the parent will be advised that continued offenses will result in outside suspension.
    - All subsequent In-House offenses will result in outside suspension.
    - Consistent infractions may result in an extended In-House suspension (detentions ending at 3:30 p.m. or 5:30 p.m. depending on the severity and frequency of the infractions).

16. **OUT-OF-SCHOOL SUSPENSION**. Refer to Policy JK.

Cheating

Cheating is an unacceptable form of behavior at any level of life. It casts a shadow of doubt on the credibility of one's academic performance preceding the cheating incident, and may have a direct effect on how people perceive you for consideration of future awards, honors or letters of recommendation.

Cheating Defined

- Plagiarism is copying another's work and submitting it as if it were the original work of the student. Whether the source is copyrighted or not, electronic, printed or recorded, or a paper used by another student; if it is used without recognizing the source, plagiarism exists. Plagiarism within a library or research paper may render unacceptable with failure for the submitted work.
- Academic dishonesty is the use of any means not specifically accepted by the teacher to obtain answers to a test, quiz, or other assignment. Academic dishonesty includes giving, receiving, passing or using in any way specific information for use on a test, quiz, or other assignment, whether oral or written form.

Penalties—In the event of cheating:

- The student will receive a grade of F/0 on the exam, test, or quiz.
- The student's parents and guidance counselor will be notified by the teacher.
- The student will be referred to the administrative office for possible further discipline ranging from in-house suspension to a 3-day school suspension.
- A second offense within a course may result in an F for the course in which the incident occurred.

Alternative Consequences

To the maximum extent possible, students who commit acts of vandalism or who damage property belonging to the school district, school personnel, or other students, will be given the option of an alternative consequence in order to repair the harm caused to the school community. The alternative consequence will be proposed by administration, and must be agreed upon by the student and a parent or guardian prior to implementation. The alternative consequence will be served during directed studies and or outside of the school day in order to avoid missing instruction. Additionally, the alternative consequence will be proportional to the infraction committed, and appropriate supervision will be provided, as well as any appropriate personal protective gear.

The following list of misbehaviors and expected disciplinary actions are subject to administrative discretion and progressive disciplinary consequences. The list is designed to provide students with good information to avoid the consequences of a variety of common misbehaviors and is not all-inclusive, as that would be impossible to produce. Actions outside of those listed will result in reasonable disciplinary measures commensurate with the misbehavior.

MISCONDUCT/DISCIPLINARY ACTION

1. Falsifying signatures and/or altering notes, excuses, or other school documents

   1.1 First Offense: One to three days in-house suspension, parents and guidance department notified.

   1.2 Second Offense: One to three days external suspension, parents and guidance department notified.

2. Intimidation (to force into or deter from action by inducing fear, usually by threat)

   2.1 First Offense: Warning and/or office detention and/or in-house suspension and/or external suspension.

   2.2 Second Offense: One to five days in-house or external suspension, parents and guidance department notified, possible police involvement.

2a. Sexual Harassment

   2a.1 Warning, office detention, in-house suspension or external suspension. (Discipline determined by nature of incident following the Sexual Harassment Policy guidelines).

2b. Harassment (including electronic harassment)

2b.1 First Offense: Warning and/or office detention and/or in-house suspension and/or external suspension.

2b.2 Second Offense: One to five days external suspension, parents and guidance department notified, possible police involvement.

3. Failure to report to office as directed

3.1 First Offense: One day in-house suspension, parents and guidance department notified.

3.2 Second Offense: Two days in-house suspension, parents and guidance department notified.

3.3 Third Offense: One to five days external suspension, parents and guidance department notified.

4. Failure to report to assigned office or classroom detention

4.1 First Offense: Two office detentions or one day of extended in-house suspension (until 3:30).

4.2 Second Offense: Two office detentions or one day of extended in-house suspension (until 3:30).

4.3 Third Offense: Three office detentions or two days external suspension and one office detention to be served upon reinstatement.

5. Failure to report to in-house suspension

5.1 First Offense: Two days external suspension.

5.2 Second Offense: External suspension until parent conference. Guidance department notified.

6. Possession and/or use of inhalants, including: tobacco products, vaping devices or “vape juice”, juuls, or other electronic cigarettes. The products and/or devices will be confiscated by staff members and turned in to the office. Students will be disciplined and added to the restricted lavatory list.

6.1 First Offense: Suspension up to 3 days. *Restricted lavatory list.

6.2 Second Offense: Suspension up to 5 days. *Restricted lavatory list.

6.3 Third Offense: Suspension up to 10 days. *Restricted lavatory list.

7. Leaving school grounds without authorization

7.1 First Offense: One day in–house suspension or external suspension, parents and guidance department notified. Possible notification to Truant Officer.

7.2 Second Offense: Three days in-house suspension or three days external suspension, parents and guidance department notified. Possible notification to Truant Officer.

8. Out of classroom or study without authorization (Student must prove authorization with pass)

8.1 First Offense: Office detention or one day in-house suspension, parent and guidance department notified.

8.2 Second Offense: One day in-house suspension.

9. Falsifying or refusing to give name to staff members

9.1 First Offense: One to three days in-house suspension, parents and guidance department notified.

9.2 Second Offense: One to three days external suspension.

10. Improper use of motor vehicle

10.1 Warning issued or one to three days in-house suspension or external suspension. Driving and parking privileges may be revoked. Parents and guidance dept. notified. Possible police involvement.

11. Student in gym, locker area, parking lot or other areas without authorization

11.1 First Offense: Warning issued or in-house suspension, parents and guidance department notified.

11.2 Second Offense: One to three days external suspension, parents and guidance department notified.

12. Disturbing school activities and/or the educational process (including school sponsored activities off school grounds)

12.1 One to ten days in-house suspension or external suspension, parents and guidance department notified. Possible police involvement.

13. Misuse of a pass

13.1 First Offense: Loss of pass privilege and/or two office detentions and/or one day in-house suspension.

13.2 Second Offense: Two days in-house suspension, parents and guidance department notified.

13a. Refusal to serve in-house

13a.1 One to three days external suspension.

14. Open and persistent defiance of the authority of a teacher, continued disruption of specific class or insubordination or flagrant disregard of a verbal instruction or direction

14.1 First Offense: One to three days in-house suspension, parents and guidance department notified.

14.2 Second Offense: One to five days external suspension, parents and guidance department notified.

14a. Directing obscenities towards a staff member

14a.1 First Offense: Based on the nature of the incident (after teacher/administration consultation) external suspension will be assigned. Mandatory parent/guidance meeting with an administrator.

14a.2 Second Offense: Up to ten days out of school suspension. Parents and guidance department notified.

15. Vandalism of property belonging to the school district, school personnel or students

15.1 Office detentions, in-house suspensions, out-of-school suspensions. (Discipline determined by nature of incident.) Restitution for repair or replacement of damaged property. Possible court action.

16. Larceny-petty theft

16.1 One to three days in-house suspension or external suspension; parents and guidance department notified. Restitution.

17. Possession of stolen property and/or any theft of money or personal or public property of significant value and/or breaking and/or entering unauthorized areas, including lockers, classrooms, locker rooms, offices, and storage areas

17.1 External suspension until parental conference (not less than three days). Police and guidance department notified. Restitution.

18. Fighting

18.1 External suspension, parents and guidance department notified and possible police notification.

18a. Fighting—Second Offense

18a.1 Five to ten days external suspension, mandatory parental/guidance/ administrative conference. Possible police notification.

18b. Violent acts towards other individuals

18b.1 External suspension up to ten days; mandatory parental/guidance/ administrative conference.

19. Possession or use of dangerous or deadly weapons

19.1 Possession: Ten days minimum external suspension, School Committee, parents, guidance department and police notified. Possible court action.

19.2 Use: External suspension pending Principal hearing, parents, guidance department and police notified. Possible court action.

20. Possession, use and/or distribution of fireworks

20.1 First Offense: In-house suspension, parents, guidance department and police notified.

20.2 Second Offense: Up to ten days external suspension, School Committee, parents, guidance department and police notified. Possible court action.

21. Possession or use of explosives or incendiary devices that have potential to do great bodily harm or great physical damage

21.1 External suspension, parents, guidance department and police notified. Possible court action.

22. Bomb threats

22.1 Ten days of external suspension, parents, guidance department and police notified. Possible court action.

23. Arson

23.1 Suspension pending results from psychological assessment. Parents, guidance department, police and fire department notified. Possible court action.

23a. Igniting a match, lighter or other devices

23a.1 Warning, detention, in-house or external suspension.

24. Tampering with fire alarm system or fire extinguisher

24.1 First Offense: One to five days in-house or external suspension, parents, guidance department notified.

24.2 Second Offense: One to five days external suspension, parents, guidance department, police and fire department notified. Review by Principal. Possible court action.

25. Profanity or vulgar acts of an incidental type not specifically directed toward another person

25.1 First Offense: Warning, office detentions and/or in-house suspension, parents and guidance department notified.

25.2 Second Offense: Two-day in-house suspension, parents and guidance department notified.

26. Vulgar acts, gestures, or words directed toward another person including any form of hate speech

26.1 First Offense: One to five days in-house suspension, parents and guidance department notified.

26.2 Second Offense: One to ten days external suspension, parents and guidance department notified.

27. Possession, sale, and/or distribution of obscene books, magazines, or videotapes

27.1 Based on the nature of the incident, in-house or out-of-school suspension. Parent and guidance department notified.

28. Alleged use of alcohol or dangerous and illegal drugs, including marijuana

28.1 Parents notified. Referral to guidance department.

29. Possession, serving, consumption or under the influence of any alcohol on school property or at school functions

29.1 External suspension for up to ten school days. (School Committee Policy Number 5131-6). Exclusion from school activities & functions for a probationary period determined by the principal.

29a. Possession with intent to sell, or selling alcoholic beverages

29a.1 External suspension for ten school days. Police and guidance department notified. (School Committee Policy Number 5131-6). Exclusion from school activities & functions for a probationary period determined by the principal.

30. Possession, use, transporting students, and/or under the influence of dangerous or illegal drugs, including marijuana, on school grounds, while representing the school or attending any school function

30.1 External suspension for up to ten days. Police and guidance department notified. School Committee Policy Number 5131 may be subject to expulsion consistent with MGL Ch. 71, 37H and 37H 1/2. Exclusion from school activities & functions for a probationary period determined by the principal.

30a. Possession of drug paraphernalia

30a.1 Three to five days external suspension. Parents, police and guidance department notified. Possible police involvement.

30b. Any chemical used as an inhalant

30b.1 One to ten days external suspension. Parents, police and guidance department notified. Possible police involvement.

31. Selling, dispensing, possessing with/without the intent to sell illegal drugs, including prescription drugs and marijuana, on school property

31.1 External suspension for ten days. Parents, police, and guidance department notified. May be subject to expulsion consistent with MGL Ch. 71, 37H and 37H 1/2. Exclusion from school activities & functions for a probationary period determined by the principal.

31a. Student dispensing prescription drug(s)

31a.1 Ten days external suspension. Parents and guidance department notified. Possible police and court involvement; may be subject to expulsion consistent with MGL Ch. 71, 37H and 37H 1/2. Exclusion from school activities & functions for a probationary period determined by the principal.

32. Setting off a false fire alarm

32.1 Ten days external suspension, parents, School Committee, guidance department, police and fire department notified. Possible court action.

33. Inciting other students to create a disturbance which disrupts the operation of the school

33.1 One to ten days external suspension, parents and guidance department notified. Possible police and court involvement.

34. Throwing dangerous objects that impose immediate threat to other people in the school building or on school grounds

34.1 One to five days external suspension, parents and guidance department notified. Possible police involvement.

34a. Dangerous behavior

34a.1 First Offense: One to three days in-house suspension. Parents and guidance department notified.

34a.2 Second Offense: One to three days external suspension. Parents and guidance department notified.

35. Late to class (two times tardy or more than five minutes)

35.1 First Offense (per quarter): office detention.

35.2 Each Subsequent Tardy (per quarter): office detention.

36. Class cutting

36.1 First Offense: One day in-house suspension, parents and guidance department notified.

36.2 Second Offense: Two days in-house suspension, parents and guidance department notified.

37. Failure to sign into office upon arriving tardy
37.1 First Offense: One to three days in-house suspension, parents and guidance department notified.
37.2 Second Offense: One day external suspension, parents and guidance department notified.

38. Failure to follow early dismissal procedure
38.1 One day in-house suspension, parents and guidance department notified.

39. Threatening school personnel with bodily harm
39.1 First Offense: Based on the nature of the incident (after administrative/teacher consultation), warning, detention, in-house or external suspension.
39.2 Second Offense: External suspension minimum of five days and parent conference. Police and guidance department notified. Possible court action pending Principal-hearing.

40. Truancy

40.1 Students who are truant will receive five office detentions or in-house suspensions. Habitual truancy will lead to referral to the attendance officer and possible court action.
40.2 Students aged 16 and over, while no longer under the provision of the Compulsory Attendance Statute, will adhere to the same rules as students under 16 and will face the same penalties for non-attendance. Continued non-attendance may lead to withdrawal from school.

41. Gambling
41.1 First Offense: Warning and/or office detention(s).
41.2 Second Offense: One to three days in-house suspension.

42. Use of electronic devices (including but not limited to cell phones, smartwatches, or computers) are allowed during the school day and in the classroom (with a teacher's permission). Electronic devices may be used freely during a student's lunch, during passing time (between the bells), and before or after school. 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.
42.1 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 held at the office for claiming by a parent or caregiver.
42.2 Refusal to turn in an electronic device: in-house suspension and/or out of school suspension.

Student Probation

Students who chronically violate basic school rules and fail to follow reasonable expectations or who violate the school's alcohol and drug policy may be placed on probation for a period of time determined by the principal. During the probationary period the student may be denied the opportunity to participate in school activities and functions such as dances, clubs, class office, student council, athletics, etc. Conditions of the probation will be outlined by the principal or assistant principals for the involved student with the objective of improving that student's behavior and restoring his or her privileges