

ROCKLAND HIGH SCHOOL

Rockland, Massachusetts



STUDENT HANDBOOK

2023-2024

Dear Students,

Welcome to the 2023-2024 school year! A new beginning is an opportunity to reflect on personal goals and to make choices about how to participate in the Rockland High School community. The faculty and staff are here to help you explore your interests and discover your potential. We encourage you to challenge yourself, to work hard, and to try new things.

As we work to achieve personal goals, we share a responsibility to support and respect all members of our school community. We acknowledge our different talents, experiences, interests and needs, and we commit to behaving honorably, treating one another kindly, and to celebrating one another's achievements.

This handbook is a guide to help you succeed at Rockland High School. It articulates our core beliefs, policies, and procedures. It provides an introduction to the many resources available to you and your rights and responsibilities as a Rockland High School student. It is your responsibility to know the contents of this handbook, discuss it with your parents, and refer to it throughout the year.

On behalf of the entire faculty and staff of Rockland High School, we wish you a happy and successful school year!

John M. Harrison
Principal, Rockland High School



SCHOOL COMMITTEE

Jill L. Maroney, Chairman
Jaime Hennessy, Vice-Chairman
Emily P. Davidson, Secretary
Dr. Melissa Mauro-Small, Member
Belinda Ranstrom, Member

DISTRICT ADMINISTRATION

781-878-3893

SUPERINTENDENT OF SCHOOLS

Dr. Alan H. Cron

ASSISTANT SUPERINTENDENT OF SCHOOLS

Jane Hackett

HIGH SCHOOL ADMINISTRATION

Dr. John M. Harrison, Principal
Kathleen Paulding, Assistant Principal
Fredrick Damon, Dean of Students

Main Office – 781-871-0541
Attendance Office – 781-871-0541
Guidance Office – 781-871-8410

TABLE OF CONTENTS

INTRODUCTION

Principal's Message	2
Administration	3
Core Values and Beliefs About Learning	7
Faculty/Staff	8
Disclaimer	11
Accreditation	11
Hours	11
Important Phone Numbers	11

I. GENERAL INFORMATION

Student Rights and Responsibilities	13
Admission, Withdrawal & Re-Admittance	13
Attendance	13
Food Service/Cafeteria Rules & Regulations	17
Student and Parent Financial Obligations	17
Bell Schedule	18
Care of School Property	19
Books and Materials	19
School Equipment and Furniture	19
Lockers	19
Lost and Found	19
Cell Phones/Head Phones	19
Dress Code	20
Student Automobiles	20
Human Sexual Education	21
School Safety	22
Health Services	22
Library/Media Center	24
Student Records	25

II. ACADEMIC INFORMATION

Schedule Changes	26
Course Scheduling Guidelines	26
Withdrawal From Classes	26
Course Load	27
Graduation Requirements	27
Grade Placement	27
Distribution Requirements	27
Homework	28
Effort and Conduct	28
Honor Roll	28
Excellence in Education Academic Letter Program	29
Graduation Ceremony	29
Valedictorian	29
Grading Policy	29
Marking System	30
Course Levels	30

PSAT, SAT, SAT Subject Tests	32
TOEFL	32
MCAS	33
Saturday School	33
Summer School	33
Guidance and Counseling	34
3 to 5 Year Plans	34
Educational Integrity Policy	35
Information on Vocational Education	36

III. STUDENT ACTIVITIES

Dances	37
--------	----

IV. ATHLETIC PROGRAM

Overview	40
Chemical Health	41
Conduct	41
General Rules	41
Athletic Rules	42
Academic Eligibility	42
Team Rules	43
Sportsmanship	44
Athletic Award Policy	44
Concussion Regulations	45

V. CODE OF CONDUCT

Purpose & Scope	54
School and Classroom Rules	54
Definition of Disciplinary Terms	55
Nature of Infractions	56
In School Suspension Procedure	60
Notification of Suspension & Hearing	61
Emergency Removal Process	61
Short-Term Suspension Hearing Under 37H3/4	62
Long-Term Suspension Hearings	62
Appeal Process for Long-Term Suspension Hearings	64
School-Wide Educational Services During Removal	64
Discipline of Students with Special Needs Policy	65
Harassment Policy	67
Sexual Harassment Policy	68
Hazing Policy	69
Anti-Bullying Policy and Prevention Plan	70
Criminal Harassment	75
Possession of Dangerous Weapons	76
Substance Abuse Policy	76
Chemical Health Policy	77
Explanation of Threats or Abuse	79
Field Trip Policy	79
Technology and Electronic Use Policy	80
Chromebook Care and Use Policy	85

Terms of Remote Learning	91
Federal Civil Rights Synopsis	92
Equal Educational Opportunities Laws	93
Homeless Students	94
Additional COVID-19 Language	95

CORE VALUES AND BELIEFS ABOUT LEARNING

Achievement: We believe all students can learn, grow and succeed.

Character: We believe in accountability, integrity, respect and responsibility to ourselves, our school community, and our global society

Inclusion: We believe in a welcoming, safe, collaborative, and equitable learning environment.

Perseverance: We believe in working hard to accomplish our goals, especially when faced with challenges.

VISION OF THE GRADUATE

The Rockland High School community has committed itself to provide students with the opportunity to obtain, and become proficient in, five transferable skills necessary for future success. Students will be given the opportunity throughout their academic career to demonstrate mastery in each of these skills. Within each department, certain skills are practiced and measured more frequently than others. A variety of department-approved assessments will be scored in each course to help measure student progress. Students may use these approved assessments as part of their e-portfolio to demonstrate their growth and proficiency in each of the five transferable skills over the course of their high school career. Proficiency for each of the skills is clearly defined using school-wide rubrics and may be used in conjunction with a teacher’s assessment-specific rubric or checklist. The completion of an E-Portfolio is a graduation requirement starting with the Class of 2027.

Vision of the Graduate Skills	Student objectives in relation to each skill: Students will be able to....
Communication	<p><u>Speak</u> clearly and present ideas effectively in a persuasive and engaging manner, and uses relevant evidence to support argument</p> <p><u>Write</u> clearly and present ideas effectively in a persuasive and engaging manner, and uses relevant evidence to support argument</p> <p>Use <u>Creative Mediums</u> to engage others in a clear, insightful, and persuasive manne</p>
Collaboration	<p><u>Participate meaningfully in a group</u> setting by respectfully listening and actively contributing towards a common goal, while accepting and initiating constructive feedback</p>
Critical Thinking	<p><u>Analyze and Evaluate</u> appropriate data, texts, and varying arguments and ideas</p> <p><u>Demonstrate comprehension</u> of complex ideas using valid evidence</p>

Problem Solving	<p><u>Identify and Analyze problems</u> in a well organized and logical manner</p> <p>Develop connections and <u>apply prior knowledge</u> to new situations and skills to solve problems</p> <p><u>Evaluate solutions</u> and <u>meaningfully reflect</u> upon results</p>
Personal Responsibility	<p>Contribute to the well-being of the district and <u>community</u></p> <p><u>Uphold school values</u> at all RHS events</p> <p><u>Students will set goals</u> and demonstrate resilience by responding constructively to initial set-backs</p> <p><u>Advocate for themselves</u> by seeking out appropriate supports and resources</p> <p><u>Demonstrate accountability</u> by adhering to the school’s student handbook: arrive to school and class on time; make up missing assignments in a timely manner; interact respectfully with faculty and peers and use technology in a respectful manner</p> <p>Student is reflective towards <u>cultural and community differences</u>, and engages with diverse experiences and backgrounds</p>

FACULTY AND STAFF

Emily	Adams	Science Teacher
Matt	Anzalone	Math Teacher
Jonathan	Arroyo	Paraprofessional
Brett	Asselin	Bridges Academy Paraprofessional
Greg	Banks	Bridges Academy History & English Teacher
Charlene	Bayer	Administrative Assistant
Marilou	Beary	Food Services
Steven	Bergman	Music Teacher
Chad	Bigsby	English Teacher
Margie	Black	Guidance Counselor (Department Head) (Last Names A-B)
Beverly	Boughter	Food Services
Kayla	Burgos	World Language Teacher
Sean	Carney	English Teacher
Steve	Casagrande	Math Teacher (Department Head)
Nicole	Clark	Job Coach

Ann	Clifford	School Psychologist
Bryan	Conklin	Construction Technology Teacher
Shelley	Coulombe	Special Education Teacher
Desiree	Cunha	SAIL Program Teacher
Michelle	Cunningham	Food Services
Fred	Damon	Dean of Studies (Last Names A-G)
Paula	DeCina	Special Education Teacher
Jill	Delaney	Guidance Counselor (Last Names O-Z)
Chris	Devine	Guidane Counselor (Last Names C-G)
Julia	DiCanzio	Science Teacher
Nicholas	DiRenzo	Science Teacher
Kaitlyn	Diver	Science Teacher
Kendra	Donovan	English Teacher (Department Head)
Adrienne	Donovan	Family & Consumer Science Teacher
Julie	Dore	World Language Teacher
Michael	Doyle	Physical Education Teacher
Dave	Duggan	Custodian
Carla	Dunn	Administrative Assistant (Guidance)
Brian	Fisher	Special Education Teacher
Darren	Fitzgerald	Paraprofessional (English)
Daniel	Gately	World Language Teacher
Richard	Gattine	Special Education Teacher
Randy	Grimmett	History & Social Science Teacher
John	Harrison	Principal
Peter	Harrison	SAIL Program Teacher
Melissa	Henderson	Paraprofessional
Kevin	Henderson	Custodian
Kristi	Jones	Math Teacher
John	Kelly	Custodian
Janyce	Kemp	Library Media Specialist
Dan	Kimball	Athletic Director
Nicole	Kubek	Bridges Academy Teacher
Ariana	Launie	Math Teacher
Freea	Leahy	Adjustment Counselor (Department Head)
Jacob	Leahy	Paraprofessional
Ashley	Leighton	Science Teacher

Adele	Leonard	Food Service Manager
Nicholas	Liquori	Math Teacher
Richard	Little	Math Teacher
Sandy	Lombardi	History & Social Science Teacher
Jared	Lordi	Business Teacher
Rich	MacAllister	History & Social Science Teacher (Department Head) (World Language Department Head)
Paula	Mahoney	Custodian
Amanda	McDonough	English Teacher
Sharon	McGonnigal	Special Education Teacher (Department Head)
Kylie	McKenna	Science Teacher
Kate	McShea	Bridges Academy Special Education Teacher
Kata	Medeiros	Art Teacher
Margaret	Millen	Food Services
Casey	Morrison	Guidance Counselor (Last Names H-N)
Val	Mulready	Math Teacher
Chris	Neal	English Teacher
Diana	Newcomb	Physical Education Teacher (Department Head)
Digna	Nunez	English Learner Tutor
Digna	Nunez	English Learner Teacher
Sue	O'Brien	Administrative Assistant
Curt	Olson	Custodian
Fleur	Pang	School Nurse (Director)
Kathy	Paulding	Assistant Principal (Last Names H-Z)
Patti	Penney	Administrative Assistant
Kara	Penney	History & Social Science Teacher
Guiomar	Peran Swartz	World Language Teacher
Sue	Phelps	Health Teacher
John	Piazza	Music Teacher (Department Head)
Paula	Reyno	Paraprofessional
Damien	Ricci	Special Education Teacher
Greg	Rowe	History & Social Science Teacher
Chelsea	Savage	Science Teacher
Jimmy	Shea	Custodian
Brian	Smith	History & Social Science Teacher

Camila	Sullivan	Custodian
Jackie	Tabares	World Language Department Head
Zackary	Taylor	Building Substitute
Phil	Taylor	Custodian
Mallory	Taylor	Food Services
TBA Para	TBA Science Para	Paraprofessional
Danielle	Theroux	Bridges Academy Guidance Counselor
Cheryl	Thompson	Art Teacher (Department Head)
Michaela	Tobin	Special Education Teacher
Mike	Toohy	Custodian (Head)
Kristen	Walsh	English Teacher
Lynne	Wilcox	Food Services
Jacqueline	Williams-Pina	Bridges Academy Paraprofessional
Ann Marie	Winston	Food Services
Rachel	Zalocha	English Learner K-12 Department Head

DISCLAIMER

The laws, school committee policies and school rules in this handbook are intended to ensure the safe, orderly, and educationally sound operation of RHS. In addition to these written provisions, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or school committee policy not written in this handbook. If an applicable law is passed, it supersedes current rules.

ACCREDITATION

Rockland High School is fully accredited by the New England Association of Schools and Colleges, Inc. (NEASC).

HOURS

General adult supervision begins at 7:40 a.m. and ends at 2:55 p.m. Monday through Friday.

IMPORTANT PHONE NUMBERS

- General Office.....781-871-0541
- Superintendent’s Office.....781-878-1540
- Dean’s Office, Mr. Damon781-871-8404
- Guidance.....781-871-8410
- Athletics.....781-871-8407
- Library.....781-871-8414
- Nurse.....781-871-8411

Special Education.....781-871-0541
Pre-School.....781-871-8412
WRPS..... 781-871-0724
Maintenance.....781-871-6938

I. GENERAL INFORMATION

STUDENT RIGHTS AND RESPONSIBILITIES

The school day begins promptly at 8:10 AM with a first-period class. All students are assigned seven classes and a lunch period. The last class ends at 2:40 PM each day. Students may not leave the building or the grounds during school for any reason without the permission of a school administrator. Students are not allowed to leave school grounds after their arrival at school.

It is the student's responsibility to:

- Attend school daily, except when ill, and to be on time for all classes and activities.
- Assume full responsibility for the care of the facility and instructional materials.
- Complete the prescribed course of study.
- Express opinions and ideas respectfully, not offending or slandering others.
- Be aware of all rules and regulations for behavior and conduct yourself accordingly.
- Participate in student government by running for office or voting for the best candidates.
- Make your problems known to the teaching or administrative staff by meeting privately with them or representatives who will act on your behalf.
- Assume that until a rule or expectation is altered or repealed when students are on campus or at a school function, it is in full effect.

Loitering in the school, cafeteria, outside the school, in front of the exterior doors, or on the streets and other areas around school property, before or after school is prohibited. Students without scheduled activities must leave the school and surrounding area before 2:40 PM or within 15 minutes of dismissal on days when faculty meetings or staff professional activities are scheduled.

ADMISSION, WITHDRAWAL & RE-ADMITTANCE

A student transferring to Rockland High School must provide complete school records and reside within the Town of Rockland. Any student transferring to Rockland High School in their senior year will be expected to complete school requirements by the end of the school year.

A student withdrawing from Rockland High School or planning to transfer to another school should notify the Office of the Principal and Guidance Office and follow the necessary sign-out procedures. School records, (transcripts, schedules, discipline, attendance, and health records) will only be released upon completion of responsibilities.

A student over sixteen (16) years of age, who seeks re-admittance to Rockland High School after withdrawing or being excluded from Rockland High School, maybe readmitted only after a meeting with the high school administration.

RHS ATTENDANCE POLICY

Daily attendance is vital to academic success. Class discussions and classroom interactions provide the main focus for learning and cannot be replicated through make-up assignments. A student who develops a pattern of frequent absences from school can never make up for the instruction and learning that took place during the time they missed.

State law (M.G.L. Chapter 76, section 2) requires regular attendance at school. Any student who has accumulated seven absences in six months is subject to action by the school including disciplinary or

legal action, parent conferences with the administration, guidance counselor, school nurse, and/or the supervisor of attendance.

We realize that there are instances when a student may be temporarily absent from school including illness, death of a family member, or religious holidays. Absences for any other reasons, such as family vacations, are strongly discouraged.

Tardy

Students arriving after 8:10 am must report to the main office and receive a tardy slip before they will be allowed admittance to their assigned classroom. The administration may assign a Saturday Detention for any students who exceed 5 unexcused tardies and/or dismissals per term. No students will be permitted into school after 9:30 am without a parent escort or a medical note.

Absence

A student must be in school and attend a minimum of 3 classes in a day to be recorded as present. When a student is absent from the first period, the teacher reports the student's absence to the Main Office. A student marked *Absent* for the day is not eligible to participate in after-school or evening activities on that day unless you have a legitimate excuse approved by the administration.

If a student is absent from school, on the day of the absence, a parent/guardian should inform the main office by calling 781-871-0541 or emailing rhsabsences@rocklandschools.org before 9:00 a.m. If a parent/guardian fails to notify the school of an absence, the child will be considered truant. Phone calls will be sent home during school for any child truant. If a child has been incorrectly identified as truant, a parent must notify the office by the conclusion of the second school day following the day in which the child was labeled as truant.

Truant

Truancy is defined as any absence from school for which the parent or guardian has not notified the school. Truancy may result in disciplinary action.

Truancy shall be defined as an unauthorized absence from school. The Rockland School Committee is subject to the provisions of Section 2 of Chapter 76 of General Laws, which reads in relevant part as follows:

“Every person in control of a child described in section one shall cause them to attend school as therein required, and, if he fails so to do for seven day sessions or fourteen half day sessions within any period of six months, he shall, on complaint by a supervisor or attendance, be punished by a fine of not more than twenty dollars.”

Dismissal

Students wishing to be dismissed from school before 2:25 pm must first submit a parent note to the Main Office or emailing rhsabsences@rocklandschools.org in order for the dismissal to be approved by Administration.

Excused Absence, Tardy, or Dismissal

To be considered excused, an absence, tardy, or dismissal must fit one of the following criteria and be appropriately documented:

- Medical Situations - physician's note *
- Bereavement – parental contact
- Religious observance – parental contact

- Professional appointments that could not be scheduled outside the regular school day (i.e. court appointments) – parental contact
- Field trips or other school-sanctioned events/activity

** School administration may use a parent note for an excused absence.*

Medical notes need to be provided to the main office within one week of the date of the absence.

Unexcused Absence, Tardy or Dismissal

Examples of unexcused absences, tardies, and dismissals: family vacations, out-of-school suspensions, lack of transportation, work, and illness (unless proper and conclusive documentation is produced).

All notes for absenteeism must be given to the Main Office within two days following the student's return. Parents are asked to include the dates and reason for the absence, the student's full name, and grade on each absence note. An attendance check for absent students is done on a daily basis. In cases of chronic or irregular absence due to illness, the school administration may ask for a physician's statement to justify and certify such absences.

College Visit Attendance Policy

Students will be allowed a maximum of 5 excused absences for college visits, during junior and senior years (a total of 5 absences). In order for an absence to be excused, the student must provide documentation from the college which includes the student's name and the date of the visit. This documentation must be signed by a college official. Once the documentation is provided to the main office, the absence will be changed to excused.

All notes for absenteeism must be given to the Main Office within two days following the student's return. Parents are asked to include the dates and reason for the absence, the student's full name, and grade on each absence note. An attendance check for absent students is done on a daily basis. In cases of chronic or irregular absence due to illness, the school administration may ask for a physician's statement to justify and certify such absences.

Extended Absence: Any student returning to school following an extended absence (5 or more days) due to hospitalization, attendance of a day treatment program, or a mental health crisis evaluation, is required to attend a confidential re-entry meeting with members of the RHS Student Support Team. Please contact your guidance counselor to schedule this meeting prior to returning to school.

The Student Support Team is comprised of the vice-principal, a guidance counselor, the school nurse, and the school adjustment counselor. A parent or guardian must accompany the student to the meeting. The goal of the meeting is to educate school personnel as to the current medical/emotional needs of the student and to create a comprehensive support plan to assist the student in their return to school.

Revision of Student Work

Students should have opportunities to demonstrate their learning through revisions. Revisions allow students to learn curriculum content and skills that should have been mastered in prior assessments. Certain assessments under specific circumstances, as determined by the teacher and department policy, are allowed for revisions. A student's effort, attendance, and timely communication with their teacher will be considered when determining whether a student is allowed to revise an assessment.

Make-up Work

Students should be allowed to make up missed work, in its entirety, for excused absences. Class discussions and classroom interactions provide the main focus for learning and cannot be replicated. If

the make-up work cannot be made up, students should be exempt from the work so that they are not penalized for the time missed due to an excused absence. It is the student's responsibility to communicate with their teachers on the day the student returns to school so that make-up work is completed in accordance with the teacher and department's policy. A student should approach the teacher before school, after school, prior to the start of class, or after class. In the event a student has excessive excused absences from class, an alternative education plan may be created by the guidance counselor and administration to best support the student.

Credit Loss & Recovery for Excessive Unexcused Absences

Daily attendance is vital to academic success. Class discussions and classroom interactions provide the main focus for learning and cannot be replicated through make-up assignments. A student who develops a pattern of frequent absences from school can never make up for the instruction and learning that took place during the time they missed. Therefore, a student who accumulates 14 or more unexcused absences from school will receive the following consequences for each class:

- 14 unexcused absences or more automatically lose $\frac{1}{4}$ of a credit
- 21 unexcused absences or more automatically lose $\frac{1}{2}$ of a credit
- 28 unexcused absences or more automatically lose $\frac{3}{4}$ of a credit
- 35 unexcused absences or more automatically lose 1 credit.

Grades earned from the course are not affected by a loss of credit. The course grade will appear on a student's transcript but with reflected credit loss. Students who lose more than $\frac{1}{2}$ a credit will have to participate in a Credit Recovery Process to receive the credits. Students may restore credits through the end of summer school through the creation of a Credit Recovery Loss Plan that is developed between the student and a school administrator. Withheld credits cannot be restored the following school year.

Transfers

A student planning to leave school should notify the Guidance Office and Assistant Principal's Office. No student is allowed to withdraw without written parental authorization.

Withdrawals

After the student's tenth consecutive absence, a letter will be sent home for the student, administrator, and guidance counselor to have an exit interview. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

Student records regulations require schools to retain temporary student records no more than five (5) years beyond student exit. You have the right to copies of your temporary student records.

Temporary records may include:

- Information in the Guidance Folders or Classroom Folders
- Information in Attendance Folders
- Health Records

Upon transfer, graduation or withdrawal from the Rockland Public Schools, you are entitled to receive any or all of the information in the temporary record. It also means the temporary record will be destroyed five years from the date of transfer, graduation or withdrawal.

FOOD SERVICE/ CAFETERIA RULES AND REGULATIONS

Food and beverages are to be consumed only in the cafeteria. Food and beverages cannot be carried from the cafeteria to another part of the school building. Moreover, there is no food or drink allowed in any classroom setting.

You are assigned to one of three lunch periods. You must report to the cafeteria during your lunch period and remain in the cafeteria throughout the entire lunch period. If you need to meet with any staff member during your lunch period, you must obtain a pass from that person in advance. The pass will be shown to the teacher on duty outside the cafeteria and will allow you to leave the cafeteria for your appointment.

Please return your tray and disposables to the proper receptacles and clean up your table or area when you are through eating. "Line cutting" in the cafeteria is prohibited.

The cafeteria is open for breakfast service in the morning from 7:40-8:10 a.m. Students may bring food into school in the morning for consumption in the cafeteria. When the 8:05 a.m. bell rings, you must report to your first class of the day.

STUDENT AND PARENT FINANCIAL OBLIGATIONS

Rockland Public Schools is pleased to extend the courtesy of allowing a student to charge lunch and/or milk.

The purpose of this regulation is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals of this policy are:

- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students and parent/guardian to the maximum extent possible.
- To establish age-appropriate procedures.
- To encourage parent/guardian to assume responsibility for meal payments and promote self-responsibility of students.
- To establish a consistent district policy regarding charges and collection of charges.

Scope of Responsibility

The Food Service Department: The food service department will be responsible for maintaining charge records, notifying the school district of outstanding balances, and forwarding written and/or voice notifications home to parents.

The School Department: The school department will be responsible for following through on any sanctions imposed on those owing money.

The Parent/Guardian: The parent/guardian will be responsible for making an immediate payment.

Procedures

All students are allowed to charge a maximum of five dollars (\$5.00). Charged meals do not include snacks. If the \$5.00 limit is exceeded, the student is given a designated menu alternative. Payment for menu alternatives will also be due. No snacks may be purchased until the bill has been paid.

These meals are rung in the register as a “PAID” meal (in order for the district to receive federal reimbursement.) After the second offense (or after the nominal amount exceeds \$5.00), the district will be directed to send parent/guardian written or voice notification of the debt.

In mid-May, all charging will be cut off:

- Parents/Guardians will be sent a written request for “Payment In Full”. (Deposit requests will be mailed home.)
- All charges not paid before the end of the school year will be carried forward in the next school year.
- Seniors must pay all charges before receiving their cap and gown (diploma).
- No a la carte items may be charged.
- Students transferring from the Rockland Public Schools or the Holy Family School to another district are responsible for the payment of any balances before the school records will be sent.
- If financial hardship is suspected anytime during the school year, families will be encouraged to apply for free/reduced meals.

BELL SCHEDULE

All students carry 7 classes or “blocks” (A, B, C, D, E, F, G) but attend only 6, 57-minute classes each day. Every 7 days, 1 of the 7 classes “drops” or, in other words, does not meet. This is known as a “7 period, Drop 1” schedule.

		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Period 1	8:10 – 9:10	A	A	F	E	D	C	B
Period 2	9:14 – 10:10	B	B	A	F	E	D	C
Period 3	10:14– 11:10	C	C	B	A	F	E	D
Period 4	11:14– 12:40	D	D	C	B	A	F	E
Period 5	12:44– 1:40	E	E	D	C	B	A	F
Period 6	1:44– 2:40	F	L	L	L	L	L	L
	Dropped>>>	(L)	(F)	(E)	(D)	(C)	(B)	(A)

CARE OF SCHOOL PROPERTY

Everyone is expected to do their share to keep the building and grounds clean, neat, and free from damage of any kind. The same attitude is expected toward all school property (textbooks, library books, equipment/computers, etc.) that is provided for use during the year. Students are reminded to keep their assigned lockers locked and never to leave valuables in an unlocked gym locker during gym class. Unauthorized use/misuse by students of the elevator, elevator lift, defibrillators, fire extinguishers and school phones will be subject to disciplinary action.

BOOKS AND MATERIALS

Students are responsible for books and materials issued to them by the Rockland School Department. Students failing to return materials in good condition will be assessed payment. Charges for lost, damaged or defaced books will be applied according to the following:

- First year (new material): Full replacement value
- Second year: Student will pay 80% of replacement cost
- Third year: Student will pay 60% of replacement cost
- Fourth year: Student will pay 40% of the replacement cost
- Fifth year: Student will pay 20% of replacement cost or \$10.00 rebinding fee, whichever is greater

Report cards and credits will be withheld until this responsibility is met.

SCHOOL EQUIPMENT AND FURNITURE

All desks, computers, lockers and other materials throughout the building are the property of the Rockland Public Schools, and the School Committee and/or Administration which has the right to change, remove or inspect these items at any time.

LOCKERS

Each student is assigned a locker. The locker's condition, contents and security is your responsibility. The school is not responsible for items taken from an unlocked locker. Lockers are school property and the administration reserves the right to inspect lockers at any time.

LOST AND FOUND

A Lost and Found is located in the General Office.

CELL PHONES, ELECTRONIC DEVICES AND HEADPHONES

Rockland High School restricts the use of unapproved electronic devices during the school day, and for all personal/non-academic purposes. Unapproved/personal devices are not to be used during class time unless incorporated into the lesson by the teacher, or if specific permission is granted. This includes personal cell phones, tablets, headphones, smartwatches, etc. Students may be asked to check their personal devices upon entering the classroom and may reclaim the device(s) upon exiting at the end of the class period.

Personal electronic devices such as cell phones, are the responsibility of students who must adhere to their limited use at school. The following guidelines apply to all students on school property or at school-sponsored events.

1. The use of the camera, video, or audio features on any personal electronic device may not be used other than for an educational purpose with permission from a faculty member. Unauthorized postings of any student, teacher or faculty member may result in disciplinary action or legal consequences.
2. Students may use electronic devices in designated areas. All forms of cellular/electronic use including phone calls, texting, and games are permitted in the:
 - a. Cafeteria
 - b. Lobby areas
 - c. Hallways only during passing time

3. Students may not use electronic devices in Directed Studies, the Library Media Center, Guidance Office, Nurse's Office, the Main Office and other areas being used for educational purposes. Devices must be turned off or silenced and remain out of sight in these areas unless permitted by the supervising faculty member. A faculty member must authorize permission by verbally expressing to the specific student that it is appropriate to use the cell phone. Usage must be restricted for educational purposes only.
4. The inappropriate use of devices may result in confiscation by any staff member. Subsequent offenses may result in further disciplinary action, including teacher detention, and Saturday Detention. Refusing to give the staff member the device will result in an automatic suspension from school for insubordination.
5. Rockland High School is not responsible for lost, stolen or damaged personal items, including personal electronic devices in the custody of a faculty member due to the implementation of consequences. Lost, stolen, or damaged items may be reported to the Rockland Police Department.

DRESS CODE

To ensure an environment conducive to education, students are prohibited from wearing clothing determined by the administration to be vulgar, sexually suggestive, or likely to cause or disrupt our educational climate.

The following standards will be observed at RHS:

- Pants must be worn at the waist with no undergarments visible.
- Skirts, blouses, and dresses must cover the chest, and completely cover the abdomen, back, midriff and undergarments.
- Low-cut underarm clothing and tank tops are not acceptable (example: basketball tank top).
- Head apparel may be worn inside the school, except for hoods that cover the head and neck with an opening for a face.
- Clothing and accessories: backpacks, patches, jewelry, notebooks, etc. must not contain ethnic slurs/symbols, gang affiliations, sexually explicit/vulgar language, symbols, graphics or promote products students may not legally buy i.e. alcohol, tobacco, drugs.
- Skirts, dresses and shorts must be a reasonable length and not revealing.
- Prohibited items include large, long and/or heavy chains, or jewelry that could be used as a weapon, or any garment resembling sleepwear.

The Administration will determine if a student's attire meets the acceptable standard of dress. Students not properly dressed according to the above standards are subject to the following:

- Correct the violation
- Parent/guardian conference
- Disciplinary action if needed

AUTOMOBILES – STUDENTS DRIVING/PARKING

Permission to drive to school and park on school grounds is granted by official request only. Parking is limited and preference given to seniors, handicapped students and others with special needs. If there are not enough spaces available to satisfy all requests, selection will be based on a lottery. Underclassmen are not allowed to drive to school unless given permission by the Principal.

Students are not allowed in or around cars during school hours without office permission.

- If a student leaves school in their car without permission, driving/parking privilege is automatically revoked.

- Only students with registered vehicles and official parking permits issued by the General Office are allowed to park in the parking lot.
- Parking permits are suspended for two (2) weeks or ten (10) school days for unexcused tardiness of twice or more in a school month.
- Reckless or careless driving reported by a teacher or any other official will result in revocation of parking privileges.
- Students cannot park in the first three (3) bays closest to the high school or in the temporary parking area immediately in front of the school.

Parking decals will be issued and must be displayed on the vehicles' driver-side rear window. Decals are non-transferable. Transference of decals to another vehicle results in a loss of driving privileges. The Administration has the right to revoke any permits at its discretion.

HUMAN SEXUAL EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Rockland School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians will be notified in writing of the courses and curriculum we offer that primarily involves human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of these changes in a timely manner before implementation.

A parent/guardian 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/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian 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/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians 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 parent/guardian under this policy may be given an alternative assignment.
2. inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians 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.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

SCHOOL SAFETY

Accidents can result in tragic consequences, injury, loss of school time, property damage, legal action, and even fatality. The school guards against accidents by taking every possible precaution to protect the safety of everyone present on school property or at school-sponsored events.

Between the hours of 7:40 a.m. and 2:55 p.m., all visitors must sign a Visitor's Log in the General Office. Students and Faculty should immediately report to the Office anyone they believe is an intruder in the building.

HEALTH SERVICES

In 2004 the National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) defined health services as:

- Services provided for students to appraise, protect and promote health
- Services that are designed to ensure access or referral to primary health care services or both
- Foster appropriate use of primary health care services, prevent and control communicable disease and other health problems
- Provide emergency care for illness or injury
- Provide educational and counseling opportunities for promoting and maintaining individual, family and community health

The school nurse is committed to minimize health-related barriers to learning and promote each student's maximum learning opportunities. Massachusetts State Law mandates regular health screenings at school for grades K, 1, 4, 7 and 10, which include vision, hearing, scoliosis and BMI (Body Mass Index). Screenings do not take the place of regular primary care provider examinations. The purpose of the screening programs is to identify possible problems that may interfere with student success and make appropriate referrals for assessments and treatment. A strong communication network between school nurses, parents/guardians and primary care providers is essential.

In case of illness or emergency, the parent/guardian will be notified by the school nurse or other staff member. Parent/guardian **MUST** provide the school with emergency contact information in case they cannot be reached. It is imperative to keep your son/daughter's "Emergency Information" up to date. In many instances, time is critical for the student.

Health Room

If you become ill you should request a pass to the health room from your classroom teacher. The nurse will determine if you are to be sent back to class, detained in the health room, or dismissed from school and sent home. If you are to be sent home, the nurse will call your parent/guardian to discuss how you will get home.

Physical Examinations

All new enrollees are required to present proof of a physical exam that has been completed within one year of school entry. Documentation of a physical exam is required in Grades 4, 7, and 11. These three-year intervals allow a regular and predictable review of each student with attention paid to potential health concerns. Students who play sports will follow the MIAA physical exam requirements.

Immunizations

Immunizations are required by Massachusetts State Law for children to attend pre-kindergarten through grade 12. According to state law, "no student shall be admitted or be allowed to remain in school unless

they satisfy these requirements.” The school nurse is required to keep an immunization and health record for each student enrolled in the district. A history of disease-specific diagnosis by a primary care provider will be accepted in lieu of the immunization (i.e., chickenpox) for all vaccine-preventable diseases except rubella. If a parent/guardian has a religious belief that is in conflict with the state law the school nurse can provide the appropriate form for the parent/guardian to complete. This form is required to be completed annually.

Medication at School

The delivery of medication at school is regulated by the Department of Public Health and has specific guidelines in place for the health and safety of the student as well as confidentiality. Any student taking medication in school on a regular basis must have a new permission form signed by the parent/guardian and the prescribing physician every year. Medication must be provided to the school nurse in a pharmacy or manufacturer-labeled container. When getting the original prescription at the pharmacy please ask for a second container with all the prescribing information attached so medication can be left at school.

Short-term medication (10 days or less), prescription or non-prescription will only be given if the proper permission forms are signed and dated by parent and physician if necessary. When your student needs medication at school please act quickly to follow these policies so the school nurse may begin to dispense the medication as soon as possible. Please contact your school nurse to discuss the scheduling of medication or any health issue pertaining to your student. All medication forms are on the Rockland Public Schools web page, www.rocklandschools.org.

Allergies or Chronic Health Care Issue

If your child has ANY type of allergy, including food allergy, or other chronic health issues please schedule an appointment to meet with the school nurse and, if necessary, the classroom teacher to plan appropriate responses and determine if medication needs to be kept at school.

Concussions and Concussion Testing

See *Athletic* section of handbook

First Aid

First aid delivery and assessment of injuries is part of the school nurse’s role as children learn to apply safety within their own environment. When appropriate, the school nurse will contact the parent/guardian if a student is injured. An explanation of the injury and the nursing care provided will be discussed. The need for parental/guardian follow-up will also be assessed with this communication.

Illness

Occasionally a student is kept home from school for illness. A student with vomiting or diarrhea should be kept home from school until symptoms have subsided for 24 hours, the student is able to take nourishment and is sleeping through the night. If diarrhea or vomiting persists consult your primary care provider. If cold or cough symptoms are associated with a fever the child should NOT come to school. If symptoms do not readily improve contact your primary care provider. Your student may attend school if there is no fever. Your primary care provider should evaluate a sore throat in conjunction with a fever. Students treated for strep throat may return to school after 24 hours on an antibiotic.

Please notify the main office if your student is absent from school due to illness. This provides the school nurse with significant information to identify tracks of illnesses and to help prevent the spread of illness by communicating with staff and with parents/guardians.

Communicable Disease

When your student has a communicable disease, please contact the school nurse for information regarding the length of time the child should remain at home and documentation of treatment to be able to return to school.

Conjunctivitis [Pink Eye]

Do not send your student to school until 24 hours after treatment is started. Request a note from your primary care provider to ensure your student's attendance.

Scoliosis

Scoliosis is a postural defect of the spine. Left untreated scoliosis can cause neck and back pain from postural deformities. The Massachusetts screening program begins in grade 5 for boys and girls and is ongoing every year through grade 9. Postural screenings have dramatically reduced the incidence of surgical intervention for spinal deformities. Early detection is promoted by the American Academy of Orthopedic Surgeons and the American Academy of Pediatrics.

Individual Health Care Plan

An Individual Health Care Plan [IHCP] is developed by the school nurse in collaboration with the parent/guardian and, if appropriate, the primary care provider. With parent/guardian approval, the plan is shared with the appropriate staff. This provides a safe learning environment for the student and educates the staff on necessary measures for the student. The increasingly complex health care needs of students in school have created an opportunity for all involved to eliminate barriers in the best interest of the student. The partnership of the student, parent/guardian, and staff enhances the child's ability to learn and participate in the school setting.

LIBRARY INFORMATION

Hours

8:00 am-3:00 pm

A library is a place of productivity where you may conduct research, study, borrow reading devices and books, and work on class assignments or projects. While using the library students are expected to be quiet, respectful, and arrive with a learning goal. Library staff is available to help you with bibliography/works cited, database use, locating valid web sources, copyright and plagiarism issues, research projects and electronic production, and general technical questions.

Materials

Students have access to computers, electronic reading devices, headphones, and electronic and print sources for pleasure and research. To browse and reserve books, visit the Rockland Middle/High School Library website. The databases provide an extensive collection of scholarly journals, magazines, audio, video, local and national newspapers, maps, and transcripts. These can be accessed via the Library website from home or school.

Please help to keep the library clean by picking up your area when leaving, and pushing in chairs. Appropriate language is expected at all times. Productive, collaborative discussion is allowed, but the volume must allow others to accomplish learning goals. If you violate these expectations, you will lose library privileges.

Library Procedures

You may come to the library by signing in before the period bell, or by presenting a signed agenda or pass from a staff member after the bell. Students must sign in and out at the library help desk.

Computer Terminals

Students may use the computers in the library, provided they follow the Technology and Electronic Device Policy.

Media/Taping Release

Throughout the school year students attend programs, activities, field trips, and events along with normal classroom routines that support their education, promote community service or encourage positive behavior. Occasionally, staff, parents and local media cover these events by taking photographs or videos. This may include newspapers, television, websites or other media production. Please provide the school with a written note if you do not want your student filmed.

STUDENT RECORDS

Your student record consists of two types of records: the permanent record or transcript, and the temporary record, which consists of information current to educational matters and discipline. You and your parents may review your permanent and temporary school records. Your permanent record is maintained for 60 years while your temporary record is destroyed no later than 5 years after you transfer, graduate, or withdraw from the Rockland Public Schools.

According to the Massachusetts Department of Elementary and Secondary Education under the provision 603 CMR 23.07 (4))(a) Rockland High School may release the following information without prior consent: your name, address, telephone number, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. Furthermore, the school shall send your school records directly to a public school to which you seek or intend to transfer without your consent or your parents' consent-603 CMR 23.07 (4) (g). Moreover, under the "No Child Left Behind Act," a provision is made that allows for the disclosure of secondary students' names, addresses and telephone listings to military recruiters and institutions of higher education unless the parent or eligible student objects to such release. If you object, please notify the High School office in writing. An eligible student is one who is fourteen years of age or older, or in at least the 9th grade.

Furthermore, photographs and videotaping of students may be used at school events, in school publications and printed materials, on the school's website, in the newspaper, etc. If a parent/guardian does not want their child's photograph or videotaped image to be used, they must send a written request, with their signature, to the attention of their vice principal.

II. ACADEMIC INFORMATION

COURSE SCHEDULING GUIDELINES

- All students are required to take the equivalent of 6 subjects at all times.
- Except for *Required Courses*, subjects that are failed may be repeated only once.
- Freshmen will be assigned a Directed Study 3 out of 7 days in a cycle. Sophomores, Juniors, and Seniors may have one directed Study 6 out of 7 days in a cycle. Students do not receive credit for participation in a Directed Study.
- A student may not elect a subject in advance of their grade level. Exceptions may be permitted for transfer students or for exceptionally talented students upon the recommendation of a guidance counselor and with the approval of the Principal.
- Students are required to take Physical Education and/or Health each year for one semester. Students can be excused from Physical Education only with a medical excuse that must be renewed every year.
- Without the specific permission of the Superintendent of Schools, a minimum enrollment of 12 students is required to schedule a class.
- Students who do not maintain an honor roll grade (A, A-, B+, B, B-) will have the option to remove themselves from honors classes during the first and second marking periods, with parental approval and course availability.
- Recommendations by teachers in English, Social Studies, Mathematics, World Languages and Science will be made on students' Subject Selection Charts.

SCHEDULE CHANGES

Once the school year has begun, schedule changes will only be allowed for the following reasons:

- An obvious error in the schedule
- A change because of passing a failed course during summer school or outside of school

Changes in class schedules are discouraged. However, a request for a change in schedule will be honored if the following circumstances are present:

- Problems created by the cancelation of an offering.
- A teacher-initiated level change after the midpoint of the first term. Any action taken must have the approval of the department head, guidance counselor and parent.
- Failing a course for the semester. This requires a written request from a parent, the approval of the teacher whose course you are failing and the approval of your guidance counselor. If the failing grade is due to poor attendance, inadequate class participation, failure to do homework or lack of effort, the request will not be approved.

Note: Other than those exceptions listed above, no changes will be made in a student's program after three weeks of the beginning of any course.

WITHDRAWAL FROM CLASS

If a student withdraws from a course with an "F" after six weeks ("W/F") and enters another course in the same department, that "F" is carried into the grade for the term in the new class. If a student withdraws from a course with "W/F" and transfers to a class in a different department or a directed study, the "F" continues to be carried on the student's transcript. There should be no grade for the student in the new class for that term.

COURSE LOAD

Each student in grades 9-12 must carry a minimum of 6 credits. Seniors carrying three or more Advanced Placement (AP) courses are required to carry a minimum of 5 credits. Massachusetts “Time & Learning” guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, juniors and seniors students who enroll in fewer than 7 credits of coursework will be assigned to a directed study to complete their “instructional time” requirements. Freshmen and sophomores enrolled in one or more AP courses may be assigned a directed study, with counselor approval. The purpose of directed study is for students to work on curriculum-related materials under the supervision of a teacher. It is expected that students will use the opportunity to work on any unfinished classwork and strengthen their understanding of academic knowledge. Directed students are held in classroom spaces under the direction of a licensed teacher.

GRADUATION REQUIREMENTS

To receive a Rockland High School diploma, all students must earn 23 credits; pass the * MCAS in English/Language Arts, Mathematics, and one science area; complete a minimum of 25 hours of pre-approved community service and meet attendance requirements as stated in the Student Handbook. Credits are earned at the successful completion of a course as follows:

- 2 credits - courses that meet 10 times a week for a full year
- 1 credit - courses that meet 5 times a week for a full year
- 1/2 credit - courses that meet 5 times a week for a half year

Please note: All grade 12 students must pass the equivalent of 4 credits in their senior year. Students who do not meet all requirements will not be allowed to participate in graduation. The graduation ceremony is considered the final school activity for seniors. Therefore, all school regulations pertaining to a school activity apply to the graduation ceremony.

(*) MCAS - Massachusetts requires all high school students to pass a series of standardized tests in English, math, and science as a condition of graduation. The tests, called the Massachusetts Comprehensive Assessment System (MCAS) has been phased in since 1993. In both English and Language Arts, students must meet or exceed the Proficient scaled score of 240 on the 10th grade MCAS tests or meet or exceed the Needs Improvement scaled score of 220 on the tests and fulfill the requirements of an Educational Proficiency Plan. In science, students must score at least a scaled score of 220 on one of the Biology, Chemistry, Introductory Physics, or Technology/Engineering MCAS tests.

GRADE PLACEMENT

Grade placement is determined by the number of credits earned as follows:

- 4 credits to be a Sophomore (Grade 10)
- 10 credits to be a Junior (Grade 11)
- 15 credits to be a Senior (Grade 12)
- 23 credits to Graduate

DISTRIBUTION REQUIREMENTS

In addition to general course load requirements noted above, there are certain required course credits that must be earned in grades 9-12. Certain distribution requirements must be fulfilled for graduation. All students must earn at least the following credits:

- 4 credits in English (Including Introduction to Literature and Literary Forms)

- 3.5 credits in Mathematics (including MCAS Math Acceleration)
- 3 credits in World/US History
- 3 credits in Science
- 2 credits in World Language (2 consecutive years of the same language)
- 2 credits in Physical Education/Health (students are required to take PE/Health for one semester each year)
- 1 credit Completion of a Vision of the Graduation Electronic Portfolio

Under Chapter 766 of the General Laws of Massachusetts, a Core Evaluation Team (C.E.T) may waive a requirement to graduate by stating so on a student’s Individual Educational Plan (I.E.P.).

HOMEWORK

Homework is assigned according to the type and level of the academic program. While some homework may be completed in study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet on average 5 times per week should be approximately thirty minutes per night. Thus high school students should expect to spend between two and three hours per night on homework. This does not pertain to advanced placement courses.

EFFORT AND CONDUCT MARK

In addition to the academic grade, you will receive a conduct and effort mark, which indicates a general evaluation of classroom behavior and effort. The following will be used:

Conduct

- 1 - Excellent Behavior
- 2 - Good Behavior
- 3 - Minor Infractions
- 4 - Repeated Infractions
- 5 - Unacceptable Behavior

Effort

- 1 - Excellent
- 2 - Good
- 3 - Fair
- 4 - Poor

A “4” or “5” grade in conduct or a “3” or “4” in Effort removes a student from Honor Roll status.

Incomplete grades are allowed only in cases of Prolonged Absence Due to Illness. All incomplete grades must be made up within a period of 10 school days from the date grades close.

HONOR ROLL

- High Honors are awarded to students receiving a term grade of A in all subjects.
- Honors are awarded to students receiving a term grade of B or higher in all subjects.
- Unleveled classes do not impact honors GPA however, you are required to pass electives to qualify for Honor Roll and cannot have a 4 or 5 in conduct or a 3 or 4 in an effort to be eligible for the Honor Roll. Students must pass Physical Education/Health to qualify for the Honor Roll.

EXCELLENCE IN EDUCATION ACADEMIC LETTER PROGRAM

A student who is named to the Honor Roll for six consecutive terms or a total of ten terms during Grades 9-12 is recognized with an Academic “R” Letter and awarded a certificate by the Principal.

GRADUATION CEREMONY

The graduation ceremony is considered the last school activity for seniors. Therefore, all regulations pertaining to a school activity apply to the ceremony.

VALEDICTORIAN

The class Valedictorian is determined by the highest senior grade point average at the end of the senior year and is announced at the Senior Banquet. Students must have attended RHS for six consecutive semesters and not be three-year graduates in order to qualify.

GRADING POLICY

It is the philosophy of Rockland High School that student learning and performance be reported in a fashion that is useful and understandable to both students and parents. The critical issues in grading are the comprehensiveness, objectivity, clarity, validity, and usefulness of grades for the variety of purposes they serve. Among these are conveying information about the level of mastery or accomplishment, providing incentives to students, serving as selection criteria, helping in the evaluation of the classroom instruction and learning process, and assisting students in educational and career planning.

Grades reflect a teacher’s professional judgment of student achievement in the course of study and the achievement of instructional and curriculum objectives. The various methods employed in evaluations are factors that influence such judgment. Teachers are responsible for explaining their grades.

Teachers will consider a variety of assessment activities when evaluating achievement and performance during each quarter, semester, or year. Examples of assessment activities that may be used in conjunction with quizzes and tests include writing assignments, short-term or long-term projects, portfolios, lab work, performances, demonstrations, homework, class participation, etc. Hence, grades will reflect a student’s overall achievement and performance and will be based on a number of assessed factors. Because so much learning occurs in class and achievement is assessed in class, poor attendance should have an impact on grades.

Each teacher is expected to provide the instructional objective(s) to students during each class. The teacher will record these objectives in some fashion. These objectives, in turn, will be linked to our school-wide Expectations for Student Learning. Students will be given continual feedback on the quality of their learning/work as it is related to the Expectations for Student Learning, class, and course objectives.

Teachers will consider students’ learning styles when designing instructional and assessment activities. Thus, within each grading period, each student may be able to demonstrate their progress in a way that matches their strengths. Teachers will avoid excessive reliance on one type of assessment as that may create an inaccurate picture of some students’ learning, achievement and performance.

MARKING SYSTEM

The marking system informs students and parents concerning academic progress in specific subject areas. In reporting various levels of achievement, letter grades with plusses and minuses indicate scholastic performance on a cumulative basis. Term grades are used for Honor Roll and athletic eligibility. The following symbols and numerical equivalents are applied as evaluative standards:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-96	B 83-86	C 73-76	D 65-66
A- 90-92	B- 80-82	C- 70-72	F 0-64
I Incomplete	= (WP) Withdraw Pass	(WF) Withdraw Fail	

Sequential Course Restriction

A passing grade (“D” or better) is required to continue in a sequential subject.

Rank in Class Determination

The following table shows how grades received in each of the three-course levels are given Quality Points.

Example: An "A+" in a 1-credit course is worth:

- 5.0 - Quality Points in an AP Course
- 4.5 - Quality Points in an Honors Course
- 4.0 - Quality Points in a College Prep Course
- 3.5 - Quality Points in a Career Course.

- Total Quality Points divided by Total Credits equals Grade Point Average.
- All leveled courses and Advanced Placement courses are used in determining Class Rank. Unleveled courses are not used in determining Class Rank.
- All major subjects and other courses approved by the School Committee are listed in the Program of Studies. Any student who wishes to take any courses outside of Rockland High School must have prior written approval and a credit determination from a Department Head and the Principal prior to enrolling in such a course. Courses taken outside of Rockland High School or in summer school are not used in GPA calculations. Only Virtual High School courses (not listed in the Program of Studies) taken while the student is enrolled at RHS are factored into GPA.
- Class rank is calculated at the conclusion of each term.

COURSE LEVELS

It is important to understand how courses in certain departments are organized. Where levels exist, classes tend to be more homogeneous in terms of student ability and achievement levels in the subject. Course levels are designed to maximize each student’s potential by presenting challenging coursework at an appropriate level and pace. As part of the course selection process, teachers will make level recommendations for students in English, mathematics, science, social studies and world language classes. Parents are strongly encouraged to discuss level recommendations with their child’s teacher before requiring level changes.

Advanced Placement

AP courses provide students the opportunity to take college-level courses while still in high school. AP courses are recommended for students who have demonstrated exceptional academic achievement. AP supports the development of strong writing skills, problem-solving techniques, and study habits essential for college academics and provides an advantage to those students who successfully complete an AP course. These courses involve considerable enrichment and acceleration as well as extensive homework. Summer reading and/or projects requirements are an integral part of each course. To receive AP credits, the AP exam must be taken; a fee is required for each examination (\$100/exam; reduced fee for students receiving free and reduced lunch). All students who enroll in AP courses are expected to register for and to take the AP exam. Most colleges and universities in the United States (as well as thirty other countries) award college credit and/or advanced placement through qualifying AP exam scores. This allows students the possibility of moving into upper-level courses, pursuing a double major, or gaining time to study abroad while in college.

The following subjects are offered at the AP level:

- Art
- Biology
- Chemistry
- Computer Science
- Environmental Science
- European History
- Physics
- AB Calculus
- English Literature and Composition
- English Language and Composition
- Microeconomics
- Psychology
- Research
- Seminar
- Statistics
- U.S. History

Honors

Honors courses are accelerated and require above average past achievement, and/or high interest in the general subject area. Students must be able to work independently and complete a considerable number of comprehensive assignments requiring advanced skills.

College Prep.

College Prep courses will prepare students for all colleges and universities except those listed in Barron's Profiles of American colleges as most competitive. These courses require a strong commitment to high academic standards and daily completion of extensive homework is expected.

Unleveled

Most courses in the areas of physical/health education, fine and applied arts have no level designation. Many other departments also offer courses that are unleveled. As such, they do not count in the computation of class rank/grade point average. This is done purposely to encourage all students to take those courses based on their interests, talents and career goals.

PSAT / NMSQT, SAT, AND SAT SUBJECT TESTS

PSAT

All RHS sophomores and juniors will take the PSAT/NMSQT exam. PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides first-hand practice for the SAT Reasoning Test. It also gives students a chance to enter National Merit Scholarship Corporation scholarship programs.

The PSAT/NMSQT measures critical skills, math problem-solving skills and writing skills. Students have developed these skills over many years, both in and out of school. The test does not require the recall of specific facts from high school classes. The most common reasons for taking the PSAT/NMSQT are:

- to receive feedback on your strengths and weaknesses on skills necessary for college study; (The student can then focus their preparation on those areas that could most benefit from additional study or practice);
- to see how individual performance on an admissions test might compare with that of others applying to college;
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11);
- to help prepare for the SAT; (One can become familiar with the kinds of questions and the exact directions expected on the SAT);
- to receive information for colleges when checking “yes” to Student Search Service.

More information about this test can be found at www.collegeboard.org.

SAT and/or ACT

Depending on the college, taking the SAT Reasoning Tests and SAT Subject Tests or the ACT, may be required for admission. Each student needs to check the requirements of the colleges and universities that they is interested in.

SAT Subject Tests

Many colleges require or recommend one or more SAT Subject Tests for admission or placement. SAT Subject Tests are one-hour multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge.

Subject Tests fall into five subject areas: English, history, mathematics, sciences and languages. They help colleges compare the academic achievement of students from different schools where course preparation and academic backgrounds may vary widely. Subject Tests results can be added to student portfolios to support competency in academic areas, even if colleges being applied to, do not require the tests.

Colleges use Subject Tests scores in combination with other information, such as high school records, scores from other tests, teacher recommendations, etc., as a dependable measure of academic achievement and other background information to assess a student’s potential.

Subject Tests can help assess a student’s preparedness for different programs of college study. The scores are particularly appropriate for use in admissions because they are independent of specific textbooks, grading procedures and methods of instruction.

THE TOEFL – (TEST of ENGLISH AS A FOREIGN LANGUAGE)

The TOEFL is an Internet-based test that measures the ability of non-native speakers of English to use and understand English as it is spoken, written, and heard in college and university settings.

The test has four sections:

- Reading measures the ability to understand the academic reading matter.
- Listening measures the ability to understand English as it is used in colleges and universities.
- Speaking measures the ability to speak English.
- Writing measures the ability to write in a way that is appropriate for college and university coursework.

More information about this test can be found at www.ets.org/toefl

MCAS

Massachusetts requires all high school students to pass a series of standardized tests in English, math and science as a condition of graduation. The tests, called the Massachusetts Comprehensive Assessment System (MCAS) has been phased in since 1993. In both English and Language Arts, students must meet or exceed the Proficient scaled score of 240 on the 10th grade MCAS tests or meet or exceed the Needs Improvement scaled score of 220 on the tests and fulfill the requirements of an Educational Proficiency Plan. In science, students must score at least a scaled score of 220 on one of the Biology, Chemistry, Introductory Physics, or Technology/Engineering MCAS tests.

MCAS Schedule

English Language Arts, Session 1	TBA
English Language Arts, Session 2	TBA
Math, Session 1	TBA
Math, Session 2	TBA
Biology, Session 1	TBA
Biology, Session 2	TBA

MCAS Preparation

Passing the MCAS is required for all students. MCAS preparation classes may be scheduled after school or on Saturdays during the winter and spring to help students pass the spring administration of the MCAS exam. When a schedule is finalized notification letters will be mailed to parents. Students will be notified of the schedule via the Daily Bulletin. MCAS preparation classes provide interested students focused instruction in the skills and concepts assessed on the MCAS exam.

SATURDAY SCHOOL

Saturday School is held most Saturdays at RHS from 9-12 p.m. Students may attend Saturday School to make up a test or quiz, receive help with homework, or use the computer lab.

SUMMER SCHOOL

Rockland's summer school program provides supplemental instruction and make-up courses. You may also take a summer school course to improve a grade in a course to a grade of no higher than D. Rockland's summer school offerings may be limited and courses that are offered in the summer school booklet may not be scheduled for a number of reasons, among them low enrollment. Note the following regulations:

1. You must have an average of at least 50% for the academic year to enroll in summer school courses you have failed and wish to make up.

2. If you failed a course at another high school, are planning on attending Rockland High School in the fall, and wish to attend the Rockland summer school (or any other summer school) to receive diploma credit, your sending school is responsible for approving this action. Officials at said school would also determine, based on their existing policies, whether you pass that summer school course and receive diploma credit for the course.
3. Courses taken in summer programs that are not make-up courses to improve an existing grade may be approved for academic credit by the principal. The amount of credit shall be at the discretion of the principal or their designee and must be approved prior to taking the course(s).
4. Situations not covered by the existing policy must be approved in advance by the administration.

GUIDANCE AND COUNSELING

The Guidance Department provides personal, college, and career counseling to all students in grades 9 through 12. Students are assigned to the same guidance counselor all four years. Students will have individual, small, or large group meetings with your school counselor throughout their school years. Parents will also be invited to meet with a guidance counselor during their junior and senior years. Parents may schedule a meeting with their counselor at other times when necessary.

In meetings with counselors, students will discuss a variety of topics with their school counselor, including orientation to high school, academic and personal assessment, college and career planning, and standardized testing. Occupational information, college information, armed services information, financial aid literature, and Naviance, a software program for college and career information, are available to you in the guidance office.

To meet individually with a guidance counselor, students can schedule a meeting before school, after school, or during their lunch or study. If it is an emergency, please see a counselor immediately.

In the spring, the Guidance Department may host a college fair for all juniors during school and host a College Admission Seminar in the spring for parents, students and the community.

Through numerous evening programs directed to issues associated with a specific grade, such as college admission and financial aid, the Guidance Department will present information to parents at different times of the year. Students are encouraged to attend these meetings. Parents are encouraged to consult with their guidance counselor to discuss issues that impact progress and learning.

For more information on Guidance Department programs and services, you or your parents may call 781-878-8410 during regular school hours or go to www.rocklandschools.org.

School Adjustment Counselor

Mrs. Leahy is available to assist you with difficult personal problems. Counseling is available for all students through self, parent, faculty, or community referral. You may contact the adjustment counselor through the guidance department or by calling Ms. Leahy at 781-871-8406. The adjustment counselor's office is located in the guidance suite. A school psychologist is available for educational testing in the event such a service is needed.

3 TO 5 YEAR SCHOOL PLANS

The following 3 to 5 Year School Plan is accepted by the School Committee: The Committee agrees the concept of a 3, 3.5, 4, 4.5 and 5-year high school is adopted with these stipulations:

- A student will be allowed to graduate after a 3, 3.5, 4, 4.5, and 5-year sequence, provided completion of the necessary requirements established for graduation.

- Credit accumulation, the passing of required courses and MCAS are the primary criteria for graduation eligibility.
- Diplomas will be the same regardless of the time.
- Diplomas are issued at graduation. Only one graduation ceremony is held annually, at the end of the year. Graduates of the 3.5 or 4.5-year sequence have the option of attending the next graduation ceremony.
- Any student planning to graduate in 3 years must declare intentions by the end of the 2nd or sophomore year.
- A student planning to graduate in 3.5 years must declare intentions at the end of the 3rd or junior year.
- All early graduates (3 or 3.5 years) must obtain the approval of a parent or guardian and the Principal. Early graduates do not qualify for Valedictorian.

All 3 and 3.5-year candidates must also meet with a screening committee for approval prior to starting this abbreviated program. Students in the 5th year are not required to carry a full program.

EDUCATIONAL INTEGRITY POLICY

Developing and maintaining the educational integrity of students is an important goal of the Rockland Public Schools. Cheating in any form is dishonest and erodes the trust among parents, students, and teachers. Cheating includes, but is not limited to, plagiarism, inappropriate use of crib notes, copying homework, computer piracy, and looking at another person's test. If a teacher determines a student has violated this policy, that teacher will:

First Offense

- Discuss the details of the incident with the student at an appropriate time.
- Assign the student a zero for the assignment.
- Contact the student's Parent/Guardian to discuss the incident and explain the academic consequences.
- Notify the office of the incident – the office will note the offense but take no further action.

Second Offense

- Discuss the details of the incident with the student at an appropriate time.
- Assign the student a zero for the assignment.
- Contact the student's Parent/Guardian to discuss the incident and explain the academic consequences.
- Notify the office of the incident – the office will note the offense, discuss the offense with the student, and may choose to assign disciplinary consequences.

Third Offense

- Discuss the details of the incident with the student at an appropriate time.
- Assign the student a zero for the assignment.
- Refer the student to the office of the principal who will arrange to meet with the student and parent to discuss.

INFORMATION ON VOCATIONAL EDUCATION FOR ROCKLAND RESIDENTS

All residents who wish to apply for vocational education in institutions other than South Shore Vocational Technical School should be aware of the following important dates:

February 1: the final date for submission to the Superintendent of Schools applications for post-secondary vocational education.

April 1: This is the final date for submission to the Superintendent of Schools applications for secondary (Grades 9 - 12) vocational education.

III. STUDENT ACTIVITIES

Students expecting to participate in extra-curricular activities understand they must adhere to the rules and regulations governing RHS students. Students who do not maintain good citizenship or who are disciplinary problems to the school risk the loss of the privilege of participation in extra-curricular programming.

To maintain membership in good standing for extra-curricular programs, students are not allowed more than one (1) failing term grade for more than one marking term. Earning two or more failing term grades in any marking term disqualifies students from participation until the grades are brought up to a passing level at the next report card period.

Each Advisor immediately reports recommendations for disciplinary action of a substantial nature to the Assistant Principal or Principal who will then notify the student and parent/guardian. A decision to remove the privilege of participation for disciplinary reasons will be made by the Principal or Assistant Principal, and the Advisor of the program or activity.

The student may have the case reviewed according to the following procedure:

1. The student and or parents may ask to meet with the Assistant Principal through the Advisor of the activity within one school day of the recommended disciplinary action.
2. If not satisfied with the decision of the Assistant Principal, the student and parent may ask to meet with the High School Principal within two school days of the recommended disciplinary action.
3. If a satisfactory disposition of the incident has not been reached after steps 1 and 2, the parent may contact the Superintendent of Schools for further discussion within two school days of the disciplinary action.
4. If still not satisfied, then the parent may go to the Rockland School Committee for further discussion.
5. In all cases based upon an immediate event being involved, the appeal process will be expedited if possible.

DANCES

All dances at RHS are for RHS students and their approved guests only. Guest forms are available in the main office and must be completed and received by the assistant principal by noon the day of the dance.

For the safety and well-being of all students, the following pre and post-dance procedures are mandatory for all students and guests attending an RHS dance:

- Before entering the dance, all students will be asked to open their suit coats, empty their pockets and/or display the contents of their purse.
- When leaving the dance, students will randomly¹ be administered a breathalyzer test. In addition, any student who appears impaired will also be administered a breathalyzer test²

A complete list of the clubs and activities is available on the school website.

¹ Before leaving the dance, all students will be required to participate in the random selection process. Only those selected randomly, as well as any student who appears impaired, will be required to submit to a breathalyzer.

² Refusal to take the breathalyzer is a violation of the Rockland Public School's controlled substance/alcohol policy (pg. 71 RHS Student Handbook) and will result in the immediate suspension from school and all school activities as governed by school policy.

National Honor Society

Membership in this chapter is an honor bestowed upon deserving students and shall be based on the criteria of Scholarship, Service, Leadership and Character. Advisor: Ms. Donovan

Time of Application/Selection

Candidates are eligible to apply for consideration after the first and third terms of Junior and Senior years, based on a minimum cumulative GPA of 3.8.

Criteria for Membership

Candidates shall be a Junior or a Senior, have a cumulative GPA of 3.8 on the RHS 5.0 GPA scale, be an active member of the school community and/or community at large, have completed and documented a minimum of 25 hours of community service, attend Rockland High School on a full-time basis, and have attended Rockland High School for at least one full semester.

Method of Selection

Students in the Junior and Senior classes who have a 3.8 or better cumulative GPA, who are not already members of the Chapter, will be automatically eligible for application to the organization. During a general faculty survey, all teachers will be asked to review the names of those students eligible for membership and to comment on those deemed unworthy of membership.

The final selection of members to this Chapter shall be by a majority vote of the National Honor Society.

The Faculty Council consisting of five faculty members is appointed by the Principal. The chapter adviser shall be a sixth, non-voting, ex-officio member of the Faculty Council. The Council will review the credentials and merit of all applicants on an individual basis. The Faculty Council will endeavor to select those students who truly demonstrate the qualities of scholarship, leadership, service and character, which are the principles upon which the Society was founded. Voting will be by a simple majority.

Membership

A candidate is not a member of the National Honor Society until the induction ceremony takes place.

Governance

The Chapter is governed by the Handbook and Bylaws for the National Honor Society of Rockland High School.

Travel Club

The Mission of the Rockland High School Travel Club is to provide students with an exciting cultural and educational experience through international travel. The goal of this organization is for students to be exposed to other cultures while serving as ambassadors for the Rockland Public School District.

We Believe:

- International travel increases independence, self-confidence and awareness of personal responsibility.
- Educational experiences outside of the traditional classroom can enhance the love of learning.
- International travel exposes students to other cultures, therefore, increasing their acceptance and understanding of cultural diversity.
- That travel will give students a competitive edge in an ever-increasing global environment.

In order to participate in a Travel Club trip, students must: meet the following expectations:

- Follow all rules, policies and expectations listed in the Rockland High School Handbook.

- Repeated behavioral infractions that result in a Saturday detention will result in removal from the trip.
- Students who are suspended from school will be automatically removed from the trip
- No more than 4 unexcused absences, or a combination of no more than 5 tardies and/or dismissals per term. Students will be put on probation if this happens in any term and removed from the trip if it happens in any subsequent term.
- Not fail more than one course in any term. Any student who fails a course has one term to bring it up to a passing grade. During this term, they are on probation, and the student will be removed from the trip if that or any other grade falls below passing.
- Any student removed from the trip for one of these reasons will be refunded a portion of their money per the EF Tours Cancellation Policy.
- Students will participate in a minimum of 3 out of the 5 of educational enrichment activities/meetings that will be scheduled before the trips take place.
- Give a photocopy of a valid passport to Ms. Walsh 110 days before the trip

Selection of students or removal after enrollment will be determined by a committee consisting of chaperones and administrators. A student who does not meet these expectations may not be selected to participate. Probation for attendance and grade concerns may be considered at the discretion of the Travel Club advisor. Based on specific tour limitations, the number of participants is limited. As a result, students may be placed on a waitlist.

In the *Release and Agreement* that you electronically sign when enrolling on the tour, students and parents/guardians agree to the following provision:

“EF or my Group Leader reserves the right to refuse or cancel my registration at its sole discretion. In such event, standard cancellation policies as outlined in the Booking Conditions apply”

EF’S Standard Cancellation Policy from the Terms and Conditions

- **150 days or more prior to departure**
 - Full refund less the \$95 non-refundable deposit, all non-refundable fees, and a \$300 cancellation fee.
- **149 to 110 days prior to departure**
 - Full refund less the \$95 non-refundable deposit, all non-refundable fees, and a \$500 cancellation fee.
- **109 to 30 days prior to departure**
 - Full refund less the \$95 non-refundable deposit, all non-refundable fees, and 50% of the program price.
- **29 days or less prior to departure**
 - No refund will be issued

IV. ATHLETIC DEPARTMENT

OVERVIEW

The following sports are offered at RHS:

Fall Program

Girls: Soccer, Cross Country, Volley Ball, Golf

Boys: Football, Cross Country, Soccer, Golf

Winter Program

Girls: Basketball, Track, Gymnastics, Swimming

Boys: Basketball, Hockey, Wrestling, Track, Swimming

Spring Program

Girls: Softball, Tennis, Track, and Lacrosse

Boys: Baseball, Tennis, Track, and Lacrosse

Representing RHS in Interscholastic Athletics is a privilege. Athletes, and all students associated with athletic teams, must understand this privilege carries very personal responsibilities towards teammates, coaches, RHS and the Town of Rockland. Dedication, willingness to sacrifice, desire to improve and practice of self-discipline are all elements of skill development. Equally important is the ability to conduct oneself in a manner that adheres to the team and school regulations. Adherence to regulations promotes the development of student-athletes athletic prowess, but perhaps more importantly display characteristics of responsible school and community citizenship.

It is essential a prospective athlete clearly understand all standards of performance to which all RHS athletes are expected to adhere. The athletes' attendance at the first practice/tryout is an expression of acceptance of these regulations. Students who are not willing to accept these regulations should not participate.

The Rockland School Committee, Superintendent and Principal approved these standards. The Head Coaches and Director of Athletics enforce them. Each Head Coach will report immediately any disciplinary action of a substantial nature to the Athletic Director who, along with the coach, then notifies the athlete parent/guardian. Any violations of any rules must be reported in writing as soon as possible after their occurrence to the Athletic Director. This also applies to complaints made by those other than the immediate staff. The athlete may have the case reviewed according to the following procedure:

1. The student and/or parents may ask to meet with the Athletic Director through the coach within one (1) school day of recommended disciplinary action.
2. If not satisfied with the decision of the Athletic Director, the student and parent may ask to meet with the High School Principal within two (2) school days of recommended disciplinary action.
3. If a satisfactory disposition of the incident has not been reached after Step 1 and 2, the parent may contact the Superintendent of Schools for further discussion within two (2) school days of the disciplinary action.
4. If still not satisfied, the parent may go to the Rockland School Committee for further discussion.

In all cases based upon a season coming to a conclusion or a game immediately forthcoming, appeals have to be processed within a 24-hour or one (1) school day period of time.

CHEMICAL HEALTH

During practice or play season, a student shall not, regardless of quantity and use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. See Alcohol/ Drug/Steroids Policy relative to discipline and Appeal Process.

The athlete is allowed to remain at practice for the purpose of rehabilitation but is not allowed to be an active participant.

If a student violates the Chemical Health rule and is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

CONDUCT

1. Bus Decorum - Acceptable conduct is expected at all times. All team personnel takes the team bus to and from an away contest unless granted the coach's permission not to do so. In order to grant permission, the coach must only allow the athlete to return with parent or guardian OR be shown a permission note, before the trip, signed by the Athletic Director or Principal. The reason for this rule is obvious. Legality and a unified team concept are important.
2. Theft - A season suspension will be the penalty for any athlete possessing property stolen from the gymnasium area of any locker room facility to which we travel.
3. MIAA Rules – Athletes must adhere to all MIAA rules. MIAA rules are on file in the Athletic Director's Office. MIAA Chemical Health/Alcohol/Drugs/Tobacco rules apply from the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is the latest). MIAA rules represent only a minimum standard upon which schools may develop more stringent requirements.

GENERAL RULES

1. Insurance - All athletes with physical examinations are covered by school insurance. The school nurse must record all injuries. Students are required to see the Nurse and fill out the proper insurance forms. Failure to fill out these forms will mean loss of insurance coverage for the accident. This insurance is "non-duplicating." It is intended to provide coverage for expenses in excess of any personal or family coverage but within the limitation of the policy. Students must fill out injury forms within one (1) school day of injury.
2. Permission Slips- All athletes must have permission slip to play signed by parent/guardian on file. It is to be properly signed and returned to the Head Coach of the particular sport.
3. Physical Examination- All athletes are required to have a physical examination prior to the beginning of the season. One examination is sufficient for the three-sport seasons. No athlete is to take part in any practice or game without this examination.
4. Bona Fide Team Members - A bona fide team member is a student regularly present for, and actively participates in, all team practices and competitions. Bonafide members of a school team are precluded from missing a high school practice or competition in order to practice or compete with an out-of-school team. Any student who violates this standard is ineligible for the next two contests or two weeks, whichever is greater, immediately upon confirmation of the violation. (See MIAA Rule 97).

5. Equipment - Athletes are responsible for all equipment issued to them. Athletes must pay for lost or damaged equipment. Failure to pay for lost or damaged equipment prevents them from taking part in any other sport or from receiving athletic awards.

ATHLETE RULES

1. Athletes may participate in only one interscholastic team during any one sports season. Participation on any non-school team until the sports season is completed is not encouraged.
2. Athletes must be under the age of nineteen (19) on September 1 of the current school year. (MIAA)
3. Students may participate for a maximum of four (4) years in any sport.
4. If athletes miss Physical Education due to medical excuses, they are not allowed to participate in a game or practice that day.
5. Any athletes who desire to drop off a team and try for another team may do so ONLY under the following conditions: dropping must be done within the first three weeks of practice season and permission obtained from the Athletic Director and both coaches of the respective teams.
6. An athlete must be recorded as present at 7:55 a.m. in order to be considered in school and eligible to play or practice. An athlete will not participate in any athletic activity, game or practice when tardy or dismissed from school unless approved by the Athletic Director or the Principal. Exception: weather, approved school visitations, doctor appointments.
7. Athletes must adhere to all MIAA rules. Rules are on file in the Athletic Director's office.
8. Any student-athlete who is disqualified (see Rule 49.3) from any interscholastic contest must complete the National Federation Sportsmanship online course – "Sportsmanship", before re-establishing eligibility. This course is free. Student-athletes must also participate in a reentry meeting with parent/guardian, coach, and athletic director prior to reestablishing eligibility; at which time the offending student-athlete may be deemed ineligible to receive any postseason accolades, including, but not limited to south shore league all-star, based on the severity of the offense.

MIAA Chemical/Health/Alcohol/Drugs/Tobacco rules apply from the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is the latest). MIAA rules represent minimum standards upon which schools may build more stringent requirements.

ACADEMIC ELIGIBILITY

1. Student-athletes may not have more than one (1) failing term grade for more than one marking term or earning two or more failing term grades in any marking term disqualify students from participation until the grades are brought up to a passing level at the next report card period.
2. You must pass a minimum of four (4) major subjects.
3. You must secure during the last marking period preceding the contest a passing grade in the equivalent of four (4) major subjects. (E.g. second quarter marks and not cumulative grades determine third quarter eligibility)
4. To satisfy this requirement you must pass sufficient courses for that marking period, which carry Carnegie units totaling the equivalent of four 1-year major English courses.
5. You cannot at any time represent the school unless you are taking courses that provide Carnegie units equivalent to four (4) one-year major English courses.
6. Academic eligibility of all students shall be considered as official and determined only on the date when report cards for that ranking period have been issued to the parents of all students within a particular class.

7. Incomplete grades may not be counted toward eligibility. Students who withdraw fail from a class counts as a Failure for eligibility for that term.
8. Students who try out for an athletic team do not become a member until academic eligibility requirements have been met.
9. Any athlete in any sport who is ruled out of a game shall not participate in the next scheduled game(s) (MIAA). In certain sports, the suspension may be more than one game (MIAA).
10. Any athlete ruled out of a game twice in the same season is disqualified from further participation in that sport and all other sports during that season for a year from the date of their disqualification (MIAA).
11. Any athlete who physically assaults an official shall be expelled from the game immediately and banned from further participation in all sports for one year from the date of the offense (MIAA).
12. Transfer Rule - Any athlete will not be eligible for a period of 1 (one) year in sports in which they have participated at the varsity level during the year preceding the transfer, except if the athlete moves residence from one community to another and meets all MIAA transfer standards. However, the athlete has immediate eligibility in all other sports programs in which they have not competed at the varsity level. (More information is available in the Athletic Director's office).

TEAM RULES (IN SEASON)

The following rules are to be followed by all RHS athletes during the season. Violation of these rules results in disciplinary action in the form of suspension or expulsion from a team. Determination of the length of suspension is dependent upon the circumstances in the individual situation and the past record of the athlete involved. Coaches, during the competitive season, are the discretionary authorities and outline their particular rules and regulations prior to the commencement of practices.

1. Prompt attendance at all practices, games and team meetings is required unless the absence or tardiness has the prior approval of the coach. The need for the makeup of academic work is of PRIMARY importance. Likewise, family responsibilities are also honored. However, be aware that loss of practice time, depending on circumstances, could affect a player's standing on a team.
2. Hazing or "initiations" are strictly forbidden. (Refer to Hazing Law and Regulations.)
3. The following behaviors are unacceptable and will be punishable according to the seriousness of the incident:
 - Fighting/battery (with teammates, opponents, coaches, officials, spectators).
 - Vandalism, willful destruction to private/public property or equipment of school, teammates, etc.
 - Use of vulgar, profane or abusive language.
 - Cheating - especially in the performance of an athletic contest.
 - Insubordination - failure to comply with any reasonable request by coaches, officials or staff members.
 - Intimidation or threats - behavior which harasses, embarrasses or threatens bodily harm to another person.

ATHLETIC SPORTSMANSHIP

Sportsmanship reveals the spirit of a team, of school and perhaps the whole community. The goal of good sportsmanship is hard work. Therefore, in order for the athletic program to continue being an educational tool, spectators must also be aware of the necessity of good sportsmanship and the means by which it is obtained.

- Show your interest by enthusiastically cheering and applauding good plays or performances by both home and opposition.
- Show proper respect for opening ceremonies by standing at attention and remaining silent when the national anthem is played.
- Do not make disrespectful remarks towards players and officials.
- Obey supervisors who are there to keep order.
- Do not throw any objects about the playing floor, court or fields.
- Show proper respect for officials, coaches, cheerleaders and contestants as guests in our community.
- Respect public property; do not damage equipment or facilities.
- Know school officials have the right to keep you from attending athletic events if your conduct is not up to standards.

Let us assure you, we do not intend to discourage loud supportive behavior. Spend your energies being supportive of your team.

ATHLETIC AWARD POLICY

Types of Awards

1. Letter "R" - Given one time as soon as an athlete letters for the
2. first time based on certain criteria.
3. Insert - Gold pin designating a specific sport that can be attached to a letter.
4. Letter Certificate - A certificate indicating a letter winner in a specific sport and is given each time an athlete letters.
5. Participation Certificate - A certificate is given to a non-letter winner indicating participation in a specific sport.

Award Requirements

Letter - RHS will award letters and letter certificates in athletics based on the following criteria:

1. Student/Athlete must be eligible to participate for the entire season – i.e. scholastically eligible, no athletic suspension or quitting the team.
2. All equipment issued to the athlete must be returned.
3. Athletes must attend all games, scrimmages, practices, meets, and matches unless excused.
4. All letter award recommendations are made by the respective coaches subject to the approval of the Director of Athletics and Principal.
5. A senior member of a varsity sport who meets the criteria may receive a letter provided the student is a team member in good standing at the conclusion of the season and is recommended by the Head Coach.
6. A student may receive a letter after serving for two (2) varsity sports teams as their manager. A manager is defined as a person who attends all practices and games to assist the team and coach.

Insert Pin: To be awarded to an athlete who has been awarded a varsity letter and who meets the following criteria:

- Must have been awarded a varsity letter.
- Must meet the requirements listed above for a varsity letter.

Letter Certificate - To be awarded to an athlete who letters in a specific sport and given each time an athlete letters in a specific sport.

Participation Certificate - To be awarded to an athlete who has successfully participated and completed the season as a bonafide member of their team and has not lettered in that sport.

Specific Sport Award Requirements

1. Football: Athletes must participate in 50% of the games played. (Exception - special teams, kickers, etc.
2. Soccer: Athletes must participate in 50% of the total games played.
3. Cross-Country - An athlete must:
 - (a) Run the entire season and all post-season races.
 - (b) Be a finisher in top seven (7) and a minimum of 50% of meets.
4. Basketball: Athletes must participate in 50% of the total games played.
5. Hockey: An athlete must participate in 50% of the total games played. (Exception: Goaltenders - 25% of total games played)
6. Wrestling: An athlete must participate in 50% of the scheduled meets as an active wrestler.
7. Track: An athlete must:
 - (a) Earn an average of one (1) point per meet.
 - (b) Be an active participant in all meets until the conclusion of the season. This includes all meets for which the athlete has qualified.
10. Golf: Athletes must participate in 50% of the scheduled matches.
11. Tennis: Athletes must participate in 50% of the scheduled matches.
12. Baseball/Softball: Athletes must participate in 50% of the scheduled games. (Exception: pitchers - discretion of the coach.)
13. Cheerleaders: Member must cheer at all scheduled games expected to in accordance with the advisor unless excused.
14. Volleyball: Athletes must participate in 50% of scheduled matches.

Any athlete who meets the above requirements will be awarded an "R" (chenille-type) letter in their sport for the first year. Thereafter, a Letter Certificate and Insert (gold pin) will be awarded in lieu of another letter in each sport.

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. An MRI or CT Scan cannot diagnose a concussion, but it can help rule out a more serious brain injury to a student-athlete. Because concussions are difficult to detect, student-athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and countercoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sports implement, causing brain injury at the location of impact. The countercoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the site of impact. Indirect forces are transmitted through the spine and jaw or blow to the thorax that whips the head while the neck muscles are relaxed.

Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student-athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you observe):

- Confusion
- Forgets plays
- Unsure about the game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy-eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student-athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; checking ABC's (airway, breathing, circulation); stabilizing the cervical spine, and transporting the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.

Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.

Worsening signs and symptoms requiring immediate physician referral include:

- Amnesia
- Deterioration in neurological function
- Decreasing level of consciousness
- Decrease or irregularity of respiration
- Decrease or irregularity in pulse
- Increase in blood pressure
- Unequal, dilated, or unreactive pupils
- Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- Seizure activity
- Vomiting/ worsening headache
- Motor deficits subsequent to initial on-field assessment
- Sensory deficits subsequent to initial on-field assessment
- Balance deficits subsequent to initial on-field assessment
- Cranial nerve deficits subsequent to initial on-field assessment
- Post-Concussion symptoms worsen
- Athlete is still symptomatic at the end of the game

After a student-athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check the pulse and blood pressure of each student-athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.

- Any athlete who is symptomatic but stable is allowed to go home with their parent(s)/guardian(s) following the head injury.
- If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student-athlete and talk to the certified athletic trainer in person.
- If the injury occurs at a game or event, the student-athlete may go home with the parent/guardian(s) or other responsible adult known to the parent/guardian after talking with the certified athletic trainer.
- Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements.

- Parent(s)/guardian(s), as well as student-athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

Student-athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (or other approved test identified by the School District). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neuro-cognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is mandatory for all student-athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history.

The ImPact Test appears to be a promising tool in monitoring student athletes' prior concussions, as well as any future concussions. Each student-athlete will complete a baseline test at the beginning of their sports season. All student-athletes and club cheerleading members will undergo ImPact testing. Student-athletes will be retested every other year. If a student-athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student-athlete also plays basketball in the winter, the student-athlete will not have to take the ImPact Baseline Test again in the winter. If a student-athlete posts scores below the norm, the student-athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student-athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

- At the beginning of every sports season, student-athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
- Following any concussion, the athletic trainer must notify the athletic director and school nurses.
- Following a concussion, the student-athlete will take a post-injury test within 24 to 48 hours following the head injury.

Student-athletes will not be allowed to move on to functional/physical testing until their ImPact test is back to the baseline score and asymptomatic. After a student-athlete takes their first post-injury test, the student \0athlete will not be re-tested again for 5 days.

- If, after the first post-injury ImPact test, the athlete is not back to their baseline the parent/guardian(s) will be notified, and the student-athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student-athlete.
- The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- Once the athlete starts on the exertional post-concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student-athlete to a licensed physician, licensed

neuropsychologist, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.

- Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.
- Once a student athlete's post-injury test is back at the student athlete's baseline score, the student-athlete will go through 5 days of Exertional Post Concussion Tests. The student-athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

Exertional Post Concussion Tests will be administered and each student will be monitored through the post-tests. No student will return to full-contact sport until passing post-tests and cleared by a physician, nurse practitioner or neuropsychologist.

Section VI. School Nurse Responsibilities:

- May assist in testing all student-athletes with baseline and post-injury ImPact testing.
- Participate and complete the CDC training course on concussions every year.
- Complete symptom assessment when student-athlete enters Health Office (HO) with a questionable concussion during school hours. Repeat in 15 minutes.
- Observe students with a concussion for a minimum of 30 minutes.
- If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
- If symptoms are not present, the student may return to class.
- If symptoms appear after a negative assessment, MD referral is necessary.
- Allow students who are in recovery to rest in HO when needed.
- Develop a plan for students regarding pain management with parent and MD.
- School nurse will work in collaboration with guidance counselors and notify teachers of any student/student-athletes with academic restrictions or accommodations to be made related to their concussion.
- Educate parents and teachers about the effects of the concussion and return to school and activity.
- If the injury occurs during the school day, inform the administrator and complete the accident/incident form.
- Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

- Review and, if necessary, revise, the concussion policy every 2 years.
- Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, and teacher).
- Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
- Assist teachers in following the recovery stage for students.
- Convene meeting and develop a rehabilitative plan.
- Decrease workload if symptoms appear.
- Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
- Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
- Include concussion information in student handbooks.

- Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

- Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
- Ensure that all educational training programs are completed and recorded.
- Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
- Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
- Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
- Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
- Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform the school if a student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If a student suffers a concussion outside of school, complete the head injury form and return it to the school nurse.
- Complete training provided by the school on concussions and return the certificate of completion to the athletic department.
- Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening.

Report to a physician:

- Loss of consciousness
- Headache
- Dizziness
- Lethargy
- Difficulty concentrating
- Balance problems
- Answering questions slowly
- Difficulty recalling events
- Repeating questions
- Irritability
- Sadness
- Emotionality
- Nervousness
- Difficulty with sleeping
- Encourage your child to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.

- Reinforce recovery plan.
- Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
- Observe and monitor your child for any physical or emotional changes.
- Request to extend the make-up time for work if necessary.
- Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student-Athlete Responsibilities:

- Complete Baseline ImPact Test prior to participation in athletics.
- Return required concussion history form prior to participation in athletics.
- Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
- Report all symptoms to the athletic trainer and/ or school nurse.
- Follow recovery plan.
- Rest
- No Athletics
- Be Honest
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork. See the athletic trainer and/or school nurse for pain management.
- Return to sports only when cleared by a physician and the athletic trainer. Follow Gradual Return to Play Guidelines.
- Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
- Return medical clearance form to the athletic trainer prior to return to play.
- Students who do not complete and return all required training, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

- Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
- Ensure all student-athletes have completed ImPact baseline testing before participation.
- Ensure all student-athletes have returned concussion history and health history forms prior to participation in athletics.
- Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
- Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
- Remove from play any student-athlete who exhibits signs and symptoms of a concussion.
- Do not allow student-athletes to return to play until cleared by a physician and athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Refer any student-athlete with returned signs and symptoms back to an athletic trainer.
- Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student-athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post-Concussion Syndrome:

Post-Concussion Syndrome is a poorly understood condition that occurs after a student-athlete receives a concussion. Student-athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year until their neuro-cognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student-athletes for post-concussion syndrome and its symptoms. Student-athletes who are still suffering from concussion symptoms are not ready to return to play.

The signs and symptoms of post-concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student-athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact, a student-athlete usually does not become unconscious but appears to be dazed. The student-athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student-athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student-athletes also need to understand the importance of reporting a concussion to their coaches,

parents, athletic trainer, and other school personnel. Every year student-athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student-athlete with a concussion, sit them out and have them see the appropriate healthcare professional.

V. CODE OF CONDUCT

Rockland High School exists primarily to provide students with formal classroom training. Each student enrolled must behave in accordance with this goal. Students are expected to:

- arrive at school and at classes on time
- be in attendance every day except for illness or family emergencies
- be prepared for classroom work
- contribute in positive ways to the activities of each class
- accept responsibility for their actions

PURPOSE

The Code of Conduct helps to guarantee that every student is afforded the opportunity to learn in a positive and supportive environment and that students and staff are able to work effectively together. The Code of Conduct establishes every individual's responsibility to respect the rights of others. Finally, it identifies the consequences for misconduct, ensuring that students know them in advance of their actions.

SCOPE

The Code of Conduct applies to every student enrolled in Rockland High School. It is always in effect when students are in attendance at school and at school-sponsored events, whether on or off-campus or on a school bus. In some instances, the Code of Conduct applies to student behavior away from the school and outside of school-sponsored events. For example, offenses covered by Mass General Law Chapter 71, Section 37H and the MIAA Chemical Health Rule.

You may be disciplined for conduct or acts committed on school grounds, in the area around the school grounds, while engaged in or attending a school activity, or while going to or returning home from school or a school activity. You may also be disciplined for conduct or acts committed away from school at other times if the conduct or act is related to the school, adversely affects school discipline, or is detrimental to the interest of the school.

Discipline may include non-exclusionary consequences (for example after-school time with a teacher, office detention, Saturday detention, or restitution) as well as exclusionary consequences (suspension from participation in student activities, removal from class, school suspension, or expulsion). See Definition of Disciplinary Terms below. School administration shall determine disciplinary consequences more severe than after-school time with a teacher.

Special Needs students or students with 504 Plans, will be expected to conform to all rules and regulations outlined in this Code of Conduct unless otherwise stated in the student's Individual Education Plan or (504 Plan). When the total number of out-of-school suspension days approaches ten, the student's team will convene to discuss possible modifications to the educational plan.

SCHOOL AND CLASSROOM RULES

School rules are developed in accordance with School Committee policies, Massachusetts law and sound educational practices. The rules cover a wide variety of issues pertaining to safety, security, attendance, building cleanliness and the teaching and learning environment. Violations of school rules carry

disciplinary consequences. Among these consequences is the denial of certain privileges, removal from class, time after school with a teacher, assignment to office detention or Saturday detention, restitution, suspension, or expulsion. Each teacher may also develop classroom rules and procedures related to a specific class or classroom, which they will explain to you.

DEFINITION OF DISCIPLINARY TERMS

After-School Time

Time assigned by and spent with a teacher in their room at the end of the school day. It usually ranges from 15 minutes to one hour in duration.

Detention

Detention time is served after school. If students do not meet their obligations, the following consequences may be imposed:

- prohibited from attending extra-curricular functions
- Saturday Detention
- conference with parent/guardian

Students who fail to complete their detention responsibility by the close of the year will have their credits withheld until their responsibility is met. A decision to remove the privilege of participation in extra-curricular activities will be made by the Administration.

Office Detention

Time is assigned by an administrator and spent with the detention supervisor at the end of the school day.

Saturday Detention

Three (3) hours of time assigned by an administrator and served from 9:00 AM to 12:00 noon in school on a Saturday. Saturday detention constitutes time spent in school by a student on any particular Saturday from 9:00 a.m. until 12:00 p.m. for disciplinary purposes. During this time a student is required to perform schoolwork assignments under the supervision of a teacher. If the Administration finds the student still has not satisfied the requirements for detention or Saturday detention, on the following school day the Administration may choose to suspend the student.

There are no excused Saturday detentions without the prior approval of the Administration. A written request must be submitted to the Administration from a parent/ guardian prior to the scheduled detention stating why the student cannot attend the detention. Student obligations such as work must be arranged before the Saturday detention is scheduled. No student will be excused the day of the Saturday detention.

A student may be suspended for engaging in the above-described conduct. Suspension from school constitutes disciplinary time, which can be served in school or out of school.

During the time when the Administration suspends a student from school and the suspension concludes on a Friday, the suspension will expire at midnight of that evening.

In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school

suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

NATURE OF INFRACTIONS

Chapter 37 H ¾ Summary

This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of section 37H or with a felony under section 37H1/2.

Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student’s continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. The principal, headmaster, superintendent or person acting as a decision- maker shall also implement school-or district-wide models to re-engage students in the learning process. No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Conduct or acts for which you may be disciplined under Chapter 37H ¾ include, but are not limited to, the following:

Infraction	Potential Alternative Remedy As Consequence	If Remedy is Not Applicable or Ineffective
Truancy or incitement of truancy by another pupil	Filing of CRA with Court,	Out of School Suspension

	Saturday Detention(s)	
Leaving the building or school grounds without permission	Filing of CRA with Court, Saturday Detention(s)	Out of School Suspension
Failure to sign in at the office upon the late arrival to school, or to report to a class or scheduled school activity	Filing of CRA with Court, Saturday Detention(s)	Out of School Suspension
Use of vulgar and/or profane language or gestures, belittling or taunting*	Saturday Detention(s)	Out of School Suspension
Open defiance of the authority of a teacher or any person having authority over you, including verbal abuse*	Saturday Detention(s)	Out of School Suspension
Failure to identify oneself or give proper name; or ignoring an adult's directive	Saturday Detention(s)	Out of School Suspension
Failing to comply with the request to not consume food or beverages outside the cafeteria or wear prohibited clothing or head covering of any sort or revealing clothing	Saturday Detention(s)	Out of School Suspension
Gambling	Saturday Detention(s)	Out of School Suspension
Cheating, or using or copying the academic work of another and presenting it as your own without proper attribution, or allowing such use and/or copying of the pupil's own work by another	Teacher discusses incident with student, gives Zero on assignment, contacts parents, and notifies office.	Zero on assignment, contact with parent/guardians, and office will assign Saturday Detention or Out of School Suspension.
Forgery	Saturday Detention(s)	Out of School Suspension
Unauthorized use of, or access to, computers, software, telecommunications, and related technologies; or any willful act that causes physical, financial, or other harm or otherwise disrupts information technology*	Saturday Detention(s), Loss of Technology Privileges	Out of School Suspension
Stealing, Larceny or attempting to steal*	Community Service and/or Restitution & Saturday Detention(s)	Out of School Suspension
Causing, or attempting to cause, damage to property; or tampering with school property*	Community Service and/or Restitution & Saturday Detention(s)	Out of School Suspension
Bullying*	Documentation through Bullying Prevention & Intervention Investigation	Out of School Suspension

	Report, Conflict Resolution, Mediation, Collaborative Problem Solving, & Saturday Detention(s)	
Any behavior, verbal, graphic, physical or via electronic media, that harasses, threatens, intimidates, abuses, or demeans certain individuals or groups on the basis of race, ethnicity, religion, gender, sexual orientation, creed, national origin, or handicap*	Conflict Resolution, Mediation, Collaborative Problem Solving, & Saturday Detention(s)	Out of School Suspension
Sexually harassing another person through word or action*	Saturday Detention(s)	Out of School Suspension
Any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or person, often called hazing*	Saturday Detention(s), Community Service	Out of School Suspension
Use or possession of a dangerous weapon (including but not limited to a gun or knife) or bullets (which will be considered as a weapon), or dangerous instrument*	Not Applicable per 37H	Out of School Suspension or Expulsion
Use or possession of, or transmitting, or intending to distribute, or distributing, or being under the influence of, a drug (e.g., controlled substance; illegal, unauthorized, or dangerous drug, inhalant, misused drug, or narcotic, hallucinogenic drug, amphetamine, barbiturate, or marijuana), tobacco and/or nicotine products, including but not limited to e-cigarettes, vaporizers, aerosols and related devices/refills, alcoholic beverage or intoxicants of any kind; or in possession of drug paraphernalia*	Not Applicable per 37H, Diversion Program	Out of School Suspension or Expulsion
Knowingly or willfully soliciting, or being in the presence of those who are in possession of, or using or under the influence of any drug (i.e., controlled substance; illegal, unauthorized or dangerous drug, inhalant, misused drug, narcotics, hallucinogenic drug, amphetamines, barbiturate, or marijuana), tobacco and/or nicotine products, including but not limited to e-cigarettes, vaporizers, aerosols and related devices/refills, alcoholic beverage or intoxicants of any kind; or in possession of drug paraphernalia*	Not Applicable per 37H, Diversion Program	Out of School Suspension or Expulsion
Refusing an administrators request to take a breathalyzer examination or refusal to allow a search with reasonable suspicion*	Not Applicable per 37H	Out of School Suspension or Expulsion
Inciting others to violate school rules*	Saturday Detention(s)	Out of School Suspension

Occupying, or inciting others to occupy a part of the school or area around the school after being directed to leave by the person in charge. In particular, occupying any part of the building or property prohibited due to construction*	Saturday Detention(s)	Out of School Suspension
Assault, fighting, striking another person, violence, threats of harm, acts of terror, copy-cat acts that disrupt the school*	Saturday Detention(s)	Out of School Suspension
Use or possession of fireworks, smoke, or odor bomb*	Not Applicable per 37H	Out of School Suspension or Expulsion
Failure to comply with school-wide safety procedures or behavior that threatens the safety of others*	Saturday Detention(s)	Out of School Suspension
Failure to comply with exclusionary or non-exclusionary disciplinary consequences*	Saturday Detention(s)	Out of School Suspension
Violation of any federal or state law that would indicate that a student presents a danger to any person in the school community or to school property*	Saturday Detention(s)	Out of School Suspension
Falsely activating a fire alarm or other safety system*	Saturday Detention(s)	Out of School Suspension
Falsely reporting the presence of a bomb or other explosive device at the school*	Saturday Detention(s)	Out of School Suspension
Cyber or other messages that the school determines is disruptive to the school*	Saturday Detention(s)	Out of School Suspension
The issuance of a criminal complaint charging a student with a felony or the issuance of a felony delinquent complaint against a student	Not applicable per 37H 1/2	Out of School Suspension or Expulsion
Other violations not specifically addressed herein that will be dealt with at the discretion of the principal or their designee*	Saturday Detention(s)	Out of School Suspension

*Alternative remedies may be deemed by administrator as unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, may result in the immediate removal of the student from school.

Chapter 37H ½ Summary

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Chapter 37H Summary

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Summary of Different Disciplinary Laws

Chapter 37H 3/4	<ul style="list-style-type: none"> ● Any offense that is not addressed in §37H or §37H ½.
Chapter 37H 1/2	<ul style="list-style-type: none"> ● A felony charge or felony delinquency complaint against a student. ● Conviction, adjudication, or admission of guilt with respect to such felony.
Chapter 37H	<p>On school premises or at school-sponsored events or activities:</p> <ul style="list-style-type: none"> ● Possession of a dangerous weapon ● Possession of a controlled substance ● Assault on a member of the educational staff

IN SCHOOL SUSPENSION PROCEDURE

The principal may use in-school suspension (provided there is appropriate staffing and resources) as an alternative to short-term suspension for disciplinary offenses.

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the

suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

NOTIFICATION OF SUSPENSION AND HEARING UNDER CHAPTER 37H, 37H ½ OR 37H ¾

Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

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

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

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

EMERGENCY REMOVAL PROCESS UNDER CHAPTER 37H, 37H ½ OR 37H ¾

Nothing in 603 CMR 53.00 shall prevent a principal from removing 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 temporary removal shall not exceed two 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 of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08 as applicable.

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

SHORT-TERM SUSPENSION HEARING UNDER 37H $\frac{3}{4}$

The purpose of the short-term suspension hearing (10 or fewer days) with the principal (or designee) is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal 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 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the principal shall 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 of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13. The determination shall be in writing and may be in the form of an update to the original written notice.

LONG-TERM SUSPENSION HEARINGS UNDER 37H, 37H $\frac{1}{2}$ OR 37H $\frac{3}{4}$

The purpose of the long-term suspension hearing (potentially more than ten days) with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the

alleged incident, determine if the student 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'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; and the right to cross-examine witnesses presented by the school district; and the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
- The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

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 provided in 603 CMR 53.13;
- 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, or other means of communication where appropriate, and shall include the following information stated in plain language: the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven 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.

APPEAL PROCESS FOR LONG-TERMS SUSPENSION HEARINGS UNDER 37H, 37H ½ OR 37H ¾

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 shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

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

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

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08.

The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08. 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, charter school, or virtual school, with regard to the suspension.

SCHOOL-WIDE EDUCATIONAL SERVICES DURING REMOVAL FROM SCHOOL

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

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

The principal's school-wide education service plan describes the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents 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 M.G.L. c 69, §§ 1D and 1F.

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

At the discretion of the principal, educational services may include:

- Participation in the school-based After School Support Program
- Online coursework
- Tutoring

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS POLICY

All students are expected to meet the requirement for behavior as prescribed in this handbook. State and federal special education laws prescribe additional requirements concerning the discipline of students with special needs.

Anytime school personnel remove a student from current educational placement for more than ten (10) school days in any school year, this constitutes a "change in placement." A change in placement invokes certain procedural protections under IDEA, the federal special education law. These include, but are not limited to:

The student's Team will convene to determine whether the student's misconduct, which led to the change in placement, was a manifestation due to disability.

1. If misconduct was a manifestation, the school will conduct a functional behavioral assessment and implement a behavior intervention plan, provided the school did not already have an assessment in place
2. If such an assessment was already conducted and in place, the behavior intervention plan will be reviewed and modified as necessary.
3. Additionally, if the behavior was a manifestation, the student will return to the original placement, unless the school and the parent agree otherwise.

If the behavior was not a manifestation, the school may apply the relevant disciplinary procedures as would be applied to a student not eligible for special education, except that a student eligible for special education who is removed from current educational placement is entitled to continue receiving educational services to enable participation in the general curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP.

In special circumstances, the school may move students to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior which led to the removal was a manifestation of the student's disability. These special circumstances are:

- (1) If a student carries or possesses a weapon to or in school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency, knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the school, or on school premises, or at a school function under the jurisdiction of a state or local educational agency; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

Section 504 of the 1973 Americans with Disabilities Act

Section 504 is a federal statute that prohibits a qualified individual with a disability from being excluded from participation in, denied benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance because of their disability. 29 U.S.C. &794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) days without first conducting a manifestation determination.

Policy on the Treatment of Individuals with Disabilities as per Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act

It is Rockland Public School policy not to discriminate against any otherwise qualified individual with a disability, solely by reason of the disability, in admission or access to, or treatment or employment in, any program or activity sponsored by this school district.

Inquiries regarding compliance with this policy should be directed to the Section 504 Coordinator of the Rockland Public Schools, Superintendent's Office, 52 Mackinlay Way, Rockland, Massachusetts 02370. Telephone: 781-878-3893.

Services for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

1. has a mental or physical impairment that substantially limits one or more activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
2. has a record of such impairment; or
3. is regarded as having such an impairment.

Recent Amendments to 504 Laws

The Americans With Disabilities Act which also applies to 504 now define "substantially limits" as "materially restricts". An impairment, under the ADA Amendments Act of 2008 "that substantially limits one major life activity need not limit other major life activities in order to be considered a disability." Also, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active."

The Rockland Public Schools District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school district.

Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or person in a parental relationship disagrees with the determination made by the professional staff of the school district, they have a right to a hearing with an impartial hearing officer. Any questions concerning the implementation of policy and procedures may be directed to:

Dr. Alan Cron, 504 Coordinator
Rockland Public Schools
52 Mackinlay Way
Rockland, MA 02370

Discipline for Students Eligible for Section 504 Status

Section 504 disabled students are subject to the same disciplinary action as a non-disabled student, provided that the student's behavior is not a manifestation of their qualifying disability. A 504 Team must conduct a manifestation determination whenever a disabled student is subject to suspension for 10 school days or more, as indicated below. If the 504 Team concludes that the violation is a manifestation of the student's qualifying disability, the student is returned to their placement unless the parents and the District agree to a change of placement. If the violation is not a manifestation, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation. Any determination will be communicated in writing to the parents, and they will be provided with a notice of procedural safeguards.

HARASSMENT POLICY

Students are expressly prohibited from harassing other students as well as employees, officers, and agents of the Rockland Public Schools. The relevant provisions of the School Committee's Harassment Policy approved on December 9, 1996, and hereinafter set forth govern all matters of harassment.

Harassment Policy

It is the goal of the Rockland Public Schools to provide equal employment opportunities for all employees, to prevent any unlawful discrimination or harassment of any individual working at or attending our schools, and to provide a mechanism by which individuals can bring any concerns about discrimination or harassment to our attention.

We expect all individuals to treat each other with dignity and respect. We are committed to maintaining a safe and secure environment in which staff and students are all treated with respect. The Rockland Public Schools will not condone or tolerate any discrimination, or different treatment, of or among staff or students based upon characteristics, which include but are not limited to: Age, Disability, Sex (including sexual orientation), Gender Identity, Race, National Origin, Creed, or Color.

Not only do the Rockland Public Schools prohibit discriminatory treatment of its staff and students by supervisors and administrators; we also will not tolerate discriminatory treatment among staff or among students, including harassment.

Harassment and Retaliation

Harassment, including sexual harassment, in any form or for any reason is absolutely forbidden and violates Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Civil Rights Act of 1972, G.L. c.151B, and c.278s 3A of the Acts of 1996. The Rockland Public Schools will not tolerate retaliation against any individual who has brought harassment or other inappropriate behavior to our attention. Retaliation is strictly forbidden, and if any individual is found to have retaliated against any individual for filing a complaint and/or cooperating in the investigation of any complaint, such action shall be grounds for separate discipline.

Harassment includes verbal or physical conduct, which may or does offend, denigrate, or belittle any individual because of, or due to, any of the characteristics described above. Such conduct includes

pictures, jokes, comments, innuendoes, graffiti, or any other behavior, which creates an environment, which is offensive and impairs the ability of the employees to work, and students to learn.

Allegations of harassment will be promptly investigated. Such investigation may include discussions with involved parties, identification and questioning of witnesses, and other appropriate actions. If it is determined that harassment has occurred, administrative action will be taken to ensure that it is not repeated. This action may include, among others, counseling, training, apology, warnings, transfers, probation, suspension, expulsion, and discharge.

SEXUAL HARASSMENT POLICY

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. In Massachusetts, the legal definition of sexual harassment is: sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
2. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment.

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

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

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

1. Unwelcome sexual advances - whether they involve physical touching or not;
2. 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;
3. Displaying sexually suggestive objects pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
5. Inquiries into one's sexual experiences; and,
6. Discussion of one's sexual activities.

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

Complaints of Sexual Harassment

If any of our employees or students believe that he or she has been subjected to sexual harassment, the employee has the right to file a complaint in writing or orally. To file a complaint, contact any

administrator or Dr. Alan Cron, Superintendent of Schools, (781) 878-3893. Dr. Cron and administrators are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

Sexual Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action. Disciplinary action could include a range of consequences from a verbal or written reprimand to suspension or termination.

Discipline for Sexual Harassment

In addition to the above, if you believe you have been subjected to sexual harassment, 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 - 6 months).

1. The United States Equal Employment Opportunity Commission
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200
2. The Massachusetts Commission Against Discrimination ("MCAD") Boston Office:
One Ashburton Place - Rm. 601
Boston, MA 02108
(617) 727-3990

HAZING POLICY

Students are subject to the provisions of Sections 17, 18, and 19 of Chapter 269 of the General Laws which are hereinafter set forth and which prohibit the crime of "hazing" and certain acts related thereto. If the Administration determines a student has committed any of the acts prohibited by said Sections 17, 18, and 19 of Chapter 269, the Administration will suspend the student and call the police.

Sections 17, 18, and 19 of Chapter 269 of the General Laws read as follows:

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

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

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

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

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

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

ANTI-BULLYING POLICY AND PREVENTION PLAN POSITION STATEMENT

Rockland Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school related activities.

We recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics including: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression,

physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of the these characteristics.

We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Definitions

Aggressor: a student who engages in bullying, cyber bullying or retaliation.

Bullying: a pattern of abuse over time and involves a student being "picked on". Bullying includes physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; cruel rumors; false accusations; and social isolation.

As defined in M.G.L. c. 71, § 370, bullying is the repeated use of one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (1) Causes physical or emotional harm to the target or damage to the target's property
- (2) Places the target in reasonable fear of harm to then or of damage to their property
- (3) Creates a hostile environment at school for the target
- (4) Infringes on the rights of the target at school
- (5) Materially and substantially disrupts the education process or the orderly operation of a school

Cyber Bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71 § 370 for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeate with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

The Rockland Public Schools recognizes bullying and intimidation have negative effects on school climate. Students who are feeling intimidated and fearful cannot give education the single-minded attention needed for success. Bullying can also lead to more serious violence. Every student has the right to an education and to be safe in and around this school.

Staff Intervention: The school expects all staff members who observe, suspect or become aware of an act of bullying to immediately notify the Principal and to take appropriate steps to intervene - unless

intervention would be a threat to staff members' safety. If the bullying persists, the Principal will conduct an investigation leading to possible intervention and disciplinary action,

Students and parent/guardian will report bullying: The system expects students and parent/guardians who become aware of an act of bullying to report it to the School Principal for further investigation. Any student who retaliates against another for reporting bullying will be subject to the consequences listed below in Paragraph Six.

Investigation procedures: Upon learning about a bullying incident, the Principal or designee shall contact the parent/guardian of both aggressor and victim, interview both students, and thoroughly investigate. This investigation may include interviews with students, parent/guardian, and school staff; review of school records; and identification of parent and family issues. In accordance with G.L. c. 71, 38O, Rockland High School will collect and report bullying incident data to the Massachusetts Department of Elementary and Secondary Education.

Consequences/Intervention: Consequences for students who bully others will depend on investigation results and may include counseling; a parent/guardian conference; detention; suspension and/or expulsion; or involuntary transfer to another district school.

Depending on the severity of the incident, the Principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parent/guardian.

Parental Cooperation: The prevention of bullying in our schools must be a joint effort involving both school staff and parent/guardians. The role of the parent of the target and or aggressor in understanding the bullying situation and working with their child and the schools is crucial to the student's development of appropriate social skills.

Investigation Process: Reporting bullying or retaliation: Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

Use of an incident Reporting Form is **not** required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the school administration and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff: A staff member will report immediately to the school administration when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the school administration does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

For isolated incidents of peer aggression, staff will use the schools incident form. The school administration will monitor all incident forms to determine if there is repeated behavior. If repetition is determined, then the Bullying Incident Reporting Form will be used.

Reporting by Student, Parents or Guardians, and Others: The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school administration. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the school administration.

Responding to a Report of Bullying: Prior to fully investigating the school administration will ensure the safety of the alleged target and/or protect the target from possible further incidents. The school administration will also ensure that all parties understand the definition and prohibition of retaliation.

Investigation: The school administration will use the Bullying Investigation Form as a template for the investigation process.

Interviews may be conducted by the school administration, other staff members as determined by the principal and in consultation with the school counselor, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the school administration will maintain confidentiality during the investigative process. The school administration will maintain a written record of the investigation.

A copy of the completed Bullying Investigation Form will be sent to the Superintendent's office

Determinations: The school administration will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the administration will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The school administration will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Notifications: The school administration will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the school administration cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly

notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal shall contact the local law enforcement agency if they have a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Responses to Bullying

Teaching Appropriate Behavior: The teaching of appropriate social skills is a key part of preventing future bullying incidents. The school may:

- (1) Offer individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- (2) Provide relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- (3) Implement a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- (4) Meet with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- (5) Adopt behavioral plans to include a focus on developing specific social skills; and
- (6) Make a referral for evaluation

Discipline: Discipline will be administered according to the school's handbook. All discipline must be balanced with the requirement to teach appropriate behavior.

If the school administration decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the school administration, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Sanctions may include:

- (1) Detention
- (2) Loss of privileges to participate in school activities
- (3) Suspension

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Professional Development: The district will provide professional development to its staff that includes the following components:

- (1) Developmentally appropriate strategies to prevent bullying incidents

- (2) Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
- (3) Information regarding complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying
- (4) Research finds on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
- (5) Information on the incidence and nature of cyber bullying
- (6) Internet safety issues as they relate to cyber bullying

Curriculum: The district will develop or purchase age appropriate curriculum to be incorporated into the districts academic offerings.

Instruction will take place at the class level in elementary schools and will be coordinated by the school psychologists.

At the Middle and High Schools, the curriculum will be taught by the health teachers. This will be supplemented by individual or group activities supervised by the guidance departments and adjustment counselors.

General Teaching Approaches That Support Bullying Prevention Efforts: The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- (1) Setting clear expectations for students and establishing school and classroom routines
- (2) Creating safe school and classroom environments for all students
- (3) Using appropriate and positive responses and reinforcement, even when students require discipline
- (4) Using positive behavioral supports
- (5) Encouraging adults to develop positive relationships with students
- (6) Modeling, teaching and rewarding pro-social, healthy and respectful behaviors
- (7) Using positive approaches to behavioral health, including collaborative problem-solving conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- (8) Using the Internet safely
- (9) Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

Above approved by Rockland School Committee 10/28/2012. Reviewed 6/9/2014

CRIMINAL HARASSMENT

Chapter 164 of the Acts of 2000 added a new law, namely Section 43A of Chapter 265 of the General Laws, which makes it a crime, subject to fine and imprisonment, for an individual to engage in certain conduct which is referred to as "criminal harassment," that is the conduct of a willful and malicious nature "which seriously alarms" a person and which causes "substantial emotional distress." Section 43A of Chapter 265 provides that such conduct includes, among other things, "acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to electronic mail, internet communications or facsimile communications."

The new Section 43A of Chapter 265 of the General Laws reads as follows:

“(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or both such fines and imprisonment. Such conduct or acts described in this paragraph shall include, but not limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, Internet communications or facsimile communications.

“(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

It is noted that the reference in Section 43A of Chapter 265 of the General Laws to Section 43 is a reference to the crime against so-called “stalking” which in essence makes it a crime, also subject to fine and imprisonment, for an individual to engage in certain conduct of a willful and malicious nature “which seriously alarms” a person and caused “substantial emotional distress” and which “makes a threat with the intent to place the person in imminent fear of death or bodily injury.”

POSSESSION OF DANGEROUS WEAPONS

A student is prohibited from possessing any kind of a dangerous weapon at any time in school, on school premises or property, and during any school activity or event whether or not during school hours. A dangerous weapon is deemed to be any object or item of any kind, type, or nature which can harm or injure a person or property in the sound judgment and discretion of the Assistant Principal or which gives the appearance of harming or being able to harm a person or property in the sound judgment and discretion of the Assistant Principal. The Assistant Principal will notify Police if a student is found in possession of a dangerous weapon. In this regard, the relevant provisions of Section 37H of Chapter 71 of the General Laws are applicable, and these provisions are hereinafter set forth.

SUBSTANCE ABUSE POLICY

Possession, Use, or Sale of Controlled Substances, Alcohol, Steroids, or Drugs On School Grounds or at a School Sponsored Event

A student is prohibited:

1. From being in possession of, from using, from being under the influence of, and from selling, distributing, or intending to sell or distribute a controlled substance as defined in Chapter 94C of the General Laws (commonly known as the Controlled Substances Act), alcohol or steroids at any time in school, on school premises or property and during any school activity or event whether or not during school hours and
2. From misusing, selling, distributing, or intending to sell or distribute prescription or over-the-counter medicines, drugs or medications at any time in school, on school premises or property, and during any school activity or event whether or not during school hours and
3. From being in the possession of any drug paraphernalia such as a marijuana pipe, a roach clip or tobacco rolling papers. The Rockland School Committee may require a student to take a Breathalyzer test under any relevant circumstances. The school committee shall deliver to the police any and all controlled substances, steroids, drugs, or drug paraphernalia, etc. which the committee obtains from

any students under such circumstances. Refusal to take a Breathalyzer or allow an administrator to search belongings with reasonable suspicion is a violation of the Rockland Public Schools controlled substance/alcohol policy and will result in disciplinary actions.

Medicines must be delivered to the Nurse in a current pharmacy or manufacturer labeled container by the parent/guardian.

Possession, Use, or Sale of Controlled Substances, Alcohol, Steroids, or Drugs, Off School Grounds

A student is prohibited:

1. from being in possession of, from using, from being under the influence of, and from selling, distributing or intending to sell or distribute a controlled substance as defined in Chapter 94C of the General Laws (commonly known as the Controlled Substances Act), alcohol, or steroids when the student is **not** in school and
2. from misusing, selling, distributing, or intending to sell or distribute prescription or over-the-counter medicines, drugs, or medications when the student is **not** in school.

First Offense: The Assistant Principal will take the following disciplinary action with respect to a student who commits or is suspected to have committed any of the acts in the paragraph above as reported and investigated by reliable sources and in the determination of the Assistant Principal suspend the student from any and all extracurricular activities for thirty (30) calendar days (which may have to be fulfilled in the following school year if not satisfied during the current school year). If the student chooses to attend an approved drug or alcohol cessation program, the administration may reduce the suspension from extracurricular activities from thirty (30) to fifteen (15) calendar days.

Second Offense: The student is suspended from any and all extracurricular activities and programs for sixty (60) calendar days (which may have to be fulfilled in the following school year if not satisfied during the current school year). If the student chooses to attend an approved drug or alcohol cessation program, the administration may reduce the suspension from extracurricular activities from sixty (60) to thirty (30) calendar days.

Third Offense: The student is suspended from any and all extracurricular activities and programs for one hundred twenty (120) calendar days (which may have to be fulfilled in the following school year if not satisfied during the current school year). If the student chooses to attend an approved drug or alcohol cessation program, the administration may reduce the suspension from extracurricular activities from one hundred twenty (12) to sixty (60) calendar days.

CHEMICAL HEALTH POLICY

A student, regardless of age, shall not, regardless of the quantity, use, possess, transmit, intend to distribute, distribute, or be under the influence of any beverage containing alcohol; any tobacco and/or nicotine products, including but not limited to e-cigarettes, vaporizers, aerosols and related devices/refills; marijuana and/or THC in any form (including but not limited to oils, edibles, potables or tinctures,); steroids; or any controlled substance. Students, regardless of age, shall not be in possession of any drug paraphernalia. Students are prohibited from the use or consumption by students of alcohol, tobacco/nicotine products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence or in possession of drugs, drug paraphernalia, tobacco/nicotine or related devices/refills, or alcoholic beverages or other intoxicants upon arrival, or during, any school-sponsored activity, will be barred from that activity and will be subject to disciplinary action.

A student will not be disciplined for proactively requesting help for a substance use issue for themselves or if attempting to get assistance for a friend per MGL94C, Section 34A, Good Samaritan Law: MGL 94C:Section 34A Immunity from prosecution under Secs. 34 or 35 for persons seeking medical assistance for self or other experiencing drug-related overdose.

Consequences for Chemical Health Violations

The Assistant Principal will take the following disciplinary action with respect to a student who, after the opportunity to be heard, has been found by the school administration to have committed any of the acts as described above.

Students in violation of the chemical health policy while in school or at a school-sponsored event will be subject to disciplinary action (including but not limited to suspension or expulsion) in accordance with student discipline laws, as deemed appropriate by the school administration. Students may participate in a Diversion Program which may reduce the length of a suspension. For any repeated offense, students will be suspended for a minimum of 10 days and will be required to participate in an additional Diversion Program.

Additionally, the Assistant Principal will suspend the student from any and all extracurricular activities and programs for a minimum of thirty (30) calendar days (which may have to be fulfilled in the following school year if not satisfied during the current school year). If the student chooses to attend an approved drug or alcohol cessation program, the administration may reduce the suspension from extracurricular activities.

Regarding matters of student-athlete discipline, the relevant provisions of the MIAA Handbook are also applicable. The District shall interpret the MIAA's use of the term "tobacco" to include tobacco and/or nicotine and related products/devices, consistent with the definition of "tobacco product" set forth under M.G.L. c. 270, Section 6, as referenced in M.G.L. c. 71, Section 2A, relevant amendments effective December 31, 2018.

Regarding matters of student-athlete discipline, the relevant provisions of the MIAA Handbook are also applicable.

Furthermore, the Assistant Principal will consult with the Athletic Director when making decisions relative to the matter of discipline of a student-athlete. Athletes must adhere to all MIAA rules. Rules are on file in the Athletic Director's office. MIAA Chemical/ Health/ Alcohol/Drugs/Tobacco rules apply from the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest). MIAA rules represent only a minimum standard upon which schools may develop more stringent requirements.

The relevant provisions of the MIAA Handbook are as follows:

First Violation: When the Principal confirms, following an opportunity for the student to be heard, a violation occurred, the student will 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 the student be allowed to remain at practice for the purposes of rehabilitation.

Second And Subsequent Violations: When the Principal confirms, following an opportunity for the student to be heard, second or subsequent violations have occurred, the student will lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport.

If after the second or subsequent violations, the student under their own volition becomes a participant in an approved chemical dependency program or treatment program, may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout the penalty period. The Principal in collaboration with a chemical dependency program or treatment program must certify student is attending or issue a certificate of completion. If the student does not complete the program, the penalty reverts to 60% of the season.

EXPLANATION OF THREATS OR ABUSE

It is prohibited for a student to threaten or abuse another student or any employee, officer, or agent of the Rockland Public Schools. If the Assistant Principal determines a student has threatened or abused any person, the Assistant Principal has the authority to suspend the student and notify the police. A legal definition of threaten is, “A declaration of intention or determination to inflict punishment, loss, or pain on another, or to injure another by the commission of some unlawful act.” A legal definition of abuse is, “Using ill treatment, injurious, improper, hurtful, offensive, or reproachful.”

FIELD TRIP POLICY

RHS recognizes that field trips can provide students with valuable learning opportunities. RHS expects staff to give appropriate consideration to student grade levels, maintaining time and learning standards, and student health and safety when planning and conducting field trips.

Field trips are classified into three separate categories:

Academic Field Trip

Off-campus trips that are organized as parts of a class curriculum.

Participation by all members is expected.

Academic field trips require the approval of the building principal.

Extracurricular Field Trip

Off-campus trips that are organized by a school-sponsored club or group.

Participation is voluntary.

Extracurricular field trips require the approval of the building principal.

Overnight & Out of State Field Trip

Overnight and out-of-state field trips require the approval of the building principal, superintendent, and the School Committee.

All steps in either the RHS In-State Field Trip Checklist and the RHS Out of State or Overnight Field Trip Checklist must be followed. In addition, the Rockland School Committee Policy For Field Trips, Including Overnight Field trips IJOA must also be adhered to.

The advisor will set the student/chaperone ratio with the assistance of the principal.

For academic field trips- no students should be denied access to participate due to academic performance in classes, attendance, or financial constraints. Students can be denied access for repeated conduct infractions at the discretion of the assistant principal.

For extracurricular field trips- students who have failed more than one course in the prior marking period are not eligible to participate in the field trip. Students may participate in a field trip during term 1 of the school year regardless of the student's grades in the prior year's marking period. Advisors will review the failure list at the end of each marking period and notify students on any field trips that they cannot participate due to being academically ineligible. Students and/or the advisor may appeal to the building principal should they feel there is an extenuating circumstance that would allow the student to participate. The principal will communicate the results of the appeal hearing to the student, advisor, and teachers of the student. Each organization can only participate in a maximum of four in-school field trips each school year. There is no limit to the number of extracurricular weekend field trips, and students may join regardless if they are academically eligible on these weekend field trips.

ROCKLAND PUBLIC SCHOOLS TECHNOLOGY & ELECTRONIC COMMUNICATION DEVICE AND ACCEPTABLE USE POLICY

Rockland Public Schools believe technology, when used in a responsible, efficient, ethical, and legal manner offers valuable, diverse, and unique resources to administrative staff, teachers, students, and guests that promote educational excellence. Rockland Public Schools is committed to helping students and staff use technology as an effective educational and administrative tool and to meet state and national educational standards. It is understood that students, staff, and guests will use technology in a mature and professional manner in accordance with the district's acceptable use policy.

Technology and electronic communication device (ECD) users (administration, staff, faculty, students, and guests) are responsible for appropriate behavior and acceptable use when accessing technology in the schools. General school rules for conduct and communication apply to Internet and network use or the use of any ECD. This includes, but is not limited to computers, scanners, still and video cameras, cell phones, document cameras, SmartBoards, LCD projectors, PDAs, iPads, iPods, Kindles, and all other electronic devices. The use of technology shall be considered a privilege, not a right of each individual. Failure of a user to follow acceptable use standards may result in termination of technology privileges, appropriate disciplinary action as stated in school policies, and possible notification of law enforcement. The Rockland Public School District will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted within or through the school system.

Internet, email, and phone use within the district should be used solely for educational purposes, although RPS recognizes that limited personal use, by administrative and faculty staff members, is authorized so long as it does not interfere with the employee's duties or the policies of the Rockland Public Schools. It is important to recognize that traditional instructional resources and library materials can be screened with reasonable selection criteria. Technology that links to any public file server provides access to material that may not be considered educationally sound in the context of the school setting. Rockland Public Schools has taken precautions to restrict access to unacceptable information in accordance with CIPA rules by employing the use of a firewall/filter which is automatically and continuously updated to provide protection against current threats. However, it is important to understand that no solution is 100% perfect, and at times educational sites may be inadvertently blocked and conversely, inappropriate sites may be accessible. Students will be provided with guidance and instruction in the appropriate use of technology resources including the Internet so that responsible choices can be made in the event that such a breach occurs. RPS will make no guarantee relating to the reliability of the data connection and therefore will not be held liable for any data loss or data corruption resulting while using the RPS network.

Students must obtain permission from a staff member each and every time they use technology equipment. Student use of technology will be permitted upon written verification that the student and parent/guardian (if the student is under 18 years of age) have read the Technology & Electronic

Communication Device Acceptable Use Policy. The principal or designee will maintain signature records and will be responsible for enforcing the Technology & Electronic Communication Device Acceptable Use Policy. Rockland Public Schools reserves the right to make amendments to the terms and conditions of this policy without notice.

Technology Terms and Conditions

User Personal Safety includes, but is not limited to:

- o Users will not post personal information about themselves or others. Personal information includes, but is not limited to the following: name, address, profiles, telephone, date of birth, pictures, etc.
- o Users will never arrange for meetings with anyone they have met online without the knowledge of the school and the permission of a parent/guardian.
- o Users will promptly disclose to their teacher or administrator any message they receive that is inappropriate or makes them feel uncomfortable.
- o Users will not harass another person or engage in personal attacks, including those prejudicial or discriminatory in nature following the guidelines of the anti-bullying policy.

Respecting Technology Equipment:

- Users will exercise caution when handling technology devices.
- Users will follow guidelines for proper usage of equipment.
- Users will not use another person's computer resources without authorization.
- Users will not knowingly destroy any Electronic Communication Device technology equipment including but not limited to keyboards, mice, and peripherals.

RPS System Security:

- Users should take all reasonable precautions to prevent others from gaining access to their account(s). (Example: private strong passwords) All users are responsible for their individual account(s).
- If an individual suspects a possible security breach, the user will immediately contact their teacher, the building principal, or the technology coordinator.
- Users will not disseminate passwords, codes, telephone numbers, account numbers, grades, or other individuals' documents to unauthorized persons.
- The Rockland Public Schools' network and related technologies are the property of the school department and its storage systems, subject to inspection by the administration at any time. Users should not have a privacy expectation in the contents of their personal files on the district network including all ECDs or on web-based systems that Rockland Public Schools has contracted with to provide storage or services (G Suite for Education/offsite backup facility).
- Rockland Public Schools reserves the right to monitor, or spot check, any Internet or ECD activities occurring on school equipment or accounts.

Illegal Activities (includes but not limited to):

- Users will not attempt to gain unauthorized access to the RPS system(s) or to go beyond their authorized access.
- Users will not deliberately attempt to disrupt the performance of any computer system or destroy data via a virus or any other means.
- Users will not use the RPS system to engage in any illegal act.
- Vandalism of any kind will require restitution for costs associated with hardware, software and system restoration and cancellation of ECD privileges.

Plagiarism and Copyright Infringement:

- Users will respect the rights of all copyright owners, recognizing that infringement occurs when a person reproduces a work that is protected by copyright. Students should check with teachers and support staff regarding laws.
- Users will not plagiarize; therefore, they should cite all quotes, references, and sources. Acknowledging the source of copyrighted material does not substitute for obtaining reproduction rights.
- Users may reproduce copyrighted works within the limits of fair use and using proper citation. Fair use is explained at: <http://www.copyright.gov/fls/fl102.html>
- Users of Rockland Public Schools ECDs will not install pirated software. All users should be aware that disseminating illegally obtained software (pirated) is a federal offense that is punishable by imprisonment, fine or both.

Technology Etiquette:

- *Technology Etiquette includes*, but is not limited to the following:
 - Be polite! Do not get abusive in your messages to others.
 - Exercise caution when using sarcasm and humor. Without face-to-face communications, a joke or statement may be misunderstood.
 - Show consideration and respect for others at all times.
 - Be respectful of the rights of other network users and do not violate their privacy.
 - Be aware of the intent and function of an individual or group before sending a message.
 - Deliberately posing as a user other than yourself is prohibited.
 - At the conclusion of a user's session, the user will log off the system they are using.
- *Inappropriate Language includes*, but is not limited to:
 - Posting of public and private messages on web pages, PDAs, cell phones, and other devices.
 - Users will not use obscene, profane, lewd, vulgar, offensive, inflammatory, threatening, or disrespectful language.
 - Users will not participate in hate mail, harassment, discriminatory remarks, and other harmful or inappropriate behaviors.
- *Respect for Privacy includes*, but is not limited to:
 - Users will not forward or post a message that was sent to them privately without the consent of the person who sent it.
 - Users will not post private information about another person.
 - Users will not interfere with other users ECD work or files.

Inappropriate Access to Material includes, but is not limited to:

- Users will not use district technology to access material that:
 - is profane or obscene (pornography),
 - advocates illegal or violent activities, or
 - advocates discrimination towards other individuals or groups.
- If a user inadvertently accesses inappropriate material, he/she should immediately notify their teacher or administrator, thereby avoiding an allegation of intentional violation of the *Technology & Electronic Communication Device Acceptable Use Policy*.
- Users will not deliberately attempt to override or circumvent the firewall or encourage others to do so.

Respecting Resource Limits:

- Users will use technology specifically for educational or career development activities.
- Users will not download large files or software programs without the authorization of the systems administrator. Software, particularly if it is offered as “free”, comes with undetectable spyware and advertising that can disable a computer or an entire system.
- Users will not post chain letters or engage in “spamming” (sending unnecessary messages to a large number of people).
- Users will not create a website using district technology. Exception: A website created under the direct supervision of a teacher as part of a school-related project.
- Users may not use the network for personal and commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.
- Users will not alter in any way the configuration of a computer or network without permission of authorized staff.
- Users will not intentionally waste resources, such as paper, ink cartridges, storage space, batteries, etc.
- Users acknowledge that data will be retained only until August of their graduation year and it is their responsibility for transferring data off any Rockland Public Schools system.

Unacceptable Use

Unacceptable use can be defined as but not limited to:

- Furthering personal causes such as political, religious or commercial views
- Disseminating threatening or harassing messages
- Disseminating sexually explicit or otherwise inappropriate material
- Attempting to gain unauthorized access to computers, servers, Google Apps for Education accounts, voicemails or other ECDs
- Purposely infecting the network or computers with spyware, malware or viruses
- Gaining access by using another’s credentials
- Using the Internet to access bandwidth grabbing programs unless authorized to do so
- Violating copyright laws (anything from the Internet should be regarded as copyright protected)
- Downloading or uploading any data or material not specifically related to your job function
- Users will not download, store, create or forward any information/data that is inflammatory, or defamatory to any race, creed, ethnicity, religion, sexual orientation or political beliefs of any individual or group
- Users will not download any unauthorized software, file or program
- Users will not download, store, create or forward any information regarding explosives or weapons unless as information for a specific class assignment.

Appropriate / Inappropriate Use of Educational Technology:

- Users will not use any district technology to play games that have been downloaded onto a technology device, or that are played on the Internet. Assigned, teacher-approved interactive tools, which are directly related to the curriculum, are permitted.
- Users will not use the Internet or other technology media to access chat rooms or any type of instant messaging.
- Users will not access personal accounts including, but not limited to email, music, banking, shopping, and other personal accounts.
- Users will not access the Internet or other technology media for financial or commercial gain. Ex. gambling, eBay

- Users' activities, projects, or materials developed with technology and ECDs of the Rockland Public Schools must reflect our educational standards and policies. This includes, but is not limited to web page designs, PowerPoint presentations, radio broadcasts, etc.
- Users will not impersonate other individuals real or fictional.

Social Networking Sites:

- As a teaching professional your reputation can be affected. Be aware that as teachers, in the public eye you are held to a higher standard and you should use caution with text and photos that you may display.
- Access to social networking sites is prohibited through the Rockland Public Schools network/system and ECDs unless under the direction of a teacher or staff member.

G Suite for Education:

- G Suite for Education accounts are currently provided to all staff, faculty members, and students in kindergarten through grade 12. Email is enabled for students in grades 5 through 12. Email that originates from or is received by a school-owned computer or its contracted hosting company, in our case G Suite for Education, is the property of the Rockland Public Schools and can be used for or against during a legal proceeding. The same holds true for voicemails stored on RPS phones and systems.
- All users of the Rockland Public Schools email system should know that when writing or responding via email, please remember that the Secretary of State's Office has determined that email is a public record. All email communications sent or received by persons using the Rockland Public Schools network are subject to disclosure under the Massachusetts Public Records Law(M.G.L. Chapter 66, Section 10) and the Federal Freedom of Information Act.
- All student Google accounts are the property of the Rockland Public Schools.
- Student accounts will be deleted by August 1st of their graduation year and the student is solely responsible for transferring any data in their account to a personal, non-RPS account.
- The sole purpose of the student assigned Google account is for students to communicate and collaborate with school staff and fellow students.
- The use of the district's Google account is a privilege.
- The use of RPS Google accounts by students will align with the student handbook's code of conduct and the code will be used for discipline purposes. Students who use RPS assigned Google accounts will exhibit maturity and common sense.
- Students are responsible for messages sent from their accounts. Students should exercise extreme caution with their passwords and never let a fellow student use their account.
- No student shall use their RPS Google account to operate a personal business.
- The Rockland Public School district reserves the right to terminate either temporarily or permanently a Google account if used inappropriately.
- Students will not identify their home telephone numbers, home addresses, or any personal information in any email correspondence.
- No assumption of privacy should be assumed with a RPS assigned Google account. RPS administrative and technology staff reserves the right to go into a user's mailbox to find lost messages, to conduct lawful investigations, or to comply with investigations of wrongful acts. RPS will cooperate fully with any law enforcement investigation. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
- Rockland Public Schools reserves the right to change email providers without prior notice.

- Following the usage of a Rockland Public School ECD, the user will log off so as to prevent another user from using their account.
- Since RPS assigned Google accounts can be accessed outside the boundaries of our schools (web-based accounts) students are required to maintain the same behavior that is expected of them while in school.

Removable Media:

- Removable media can be defined as but not limited to: CD, DVD, USB devices, camera flash media cards, hard drives physically removed from their laptop, or computer-based machine.
- RPS has the right to pre-scan any removable media that an individual wants to bring into the RPS network, for viruses and other unwanted malware and spyware. Extreme caution is to be exercised by any individual who uses removable media with regards to the safe handling and security of the removable device and its contents. No confidential data is to be transported using removable media.

Chromebook, Laptops, and iPads:

- Defined as small portable computers: Even when removed from the premises they are considered the property of the Rockland Public Schools and all policies and good faith efforts as previously outlined apply to using them away from the classroom.

District Limitation of Liability:

- The Rockland Public Schools makes no expressed or implied guarantees that the activities or services provided by district technology or ECDs will be error-free or without defect. The RPS district will not be responsible for any damages to users including, but not limited to loss of data, interruptions of service, personal or psychological damages, or financial losses. The district is not responsible for the accuracy or quality of content obtained through our network or stored on our systems. Finally, the district will not be responsible for unauthorized financial obligations incurred from the use of our ECDs or any components of our technology system.

Approved by Rockland School Committee: June 8, 2020

**ROCKLAND PUBLIC SCHOOLS
CHROMEBOOK CARE AND USE POLICY GUIDE
A Resource for Students and Parents/Guardians**

1. Receiving Your Chromebook

a. Distribution of Chromebooks

Chromebooks will be distributed at the beginning of the school year. All transfers, new students, or students who miss the initial distribution should go to the Technology Department to obtain their Chromebook. Both students and their parents/guardians must sign the Chromebook Loan Agreement, prior to receiving a Chromebook.

2. Returning Your Chromebook

Students are required to return their Chromebook upon withdrawing, transferring, or graduating from the Rockland Public Schools just as they would return a textbook. Failure to turn in a Chromebook will result

in the student being charged the full replacement cost. There will also be a charge for any missing accessories such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

3. Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the Technology Department as soon as possible so that they can be evaluated and repaired. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their Chromebooks unattended except locked in their lockers.

a. General Precautions

- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be used or stored near pets.
- Chromebooks should not be exposed to extreme temperatures, such as leaving it in a car overnight during the winter or in extreme heat.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Chromebooks must remain free of any writing, drawing, or non-removable stickers.
- Heavy objects should never be placed on top of Chromebooks.

b. Cases

- Students may purchase cases at their own expense. Although the cases are reinforced to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect their device. Chromebooks are property of the Rockland Public Schools.

c. Carrying Chromebooks

- Always transport Chromebooks with care.
- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.

d. Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber cloth or antistatic cloth.

e. Identification Tags

- The barcode on the device is associated with the student data contained in our student information system. This is to ensure that students return the Chromebooks issued to them. Newly purchased CB will have an asset tag associated to it
- Service tags and identification tags may not be modified or tampered with in any way.
- Students may be charged up to the full replacement cost of a Chromebook for tampering with a tag or turning in a Chromebook without a tag.

4. To Report a Problem with your Chromebook from Home

Go to the Rockland Public Schools' Website (rocklandschools.org) and then "Menu" to "Students and Families" click on (Technology Trouble Ticket)

5. Using Your Chromebook At School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

a. If a student does not bring their Chromebook to school

- A student may check out a loaner for the day, if available.
- A student borrowing a Chromebook will be responsible for any damage to or loss of the issued device.
- Multiple occurrences of coming to school without one's Chromebook may result in disciplinary action.
- The students who obtain a loaner will be responsible for returning the borrowed device before the end of the school day.
- If a loaner is not turned in by 2:15 pm, the school office will be notified.

b. Chromebooks being repaired

- All Chromebook repairs should go through the Rockland Public Schools Technology Department.
- Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook for repair. Students are responsible for any damage or loss of the loaned device.
- Students will be contacted when their repaired devices are available to be picked up.

c. Charging Chromebooks

- Chromebooks must be brought to school each day with a full charge.
- There will be a limited number of charging stations located in the school, available to students on a first-come, first-served basis.

d. Backgrounds and Themes

- Inappropriate media may not be used as Chromebook backgrounds or themes. The background will be locked down.

e. Sound

- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones may be used at the discretion of the teachers.
- Students should have their own personal set of headphones or earbuds for sanitary reasons.

f. Logging into a Chromebook

- Students will log into their Chromebooks using their school-issued Google account.
- Students should never share their account passwords with others.

g. Managing and Saving Your Digital Work With a Chromebook

- The majority of student work will be stored on Internet/cloud-based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Students should always remember to save frequently when working on digital media.
- The District will not be responsible for the loss of any student work.

- Students are encouraged to maintain backups of their important work on a portable storage device, such as a flash drive, or by having multiple copies stored in different Internet storage solutions.

6. Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. Students are bound by the Rockland Public Schools' Technology & Electronic Communication Device Acceptable Use Policy, Administrative Procedures, and all other guidelines in this document wherever they use their Chromebooks.

7. Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the District.

a. Updates

- The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.

b. Virus Protection

- Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot.
- There is no need for additional virus protection.

8. Content Filter

The District utilizes an Internet content filter that is in compliance with the federally mandated Children’s Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the District. If an educationally valuable site is blocked, students should contact their teachers to request that the site be unblocked.

9. Software

a. G Suite for Education

- Chromebooks seamlessly integrate with the G Suite for Education set of productivity and collaboration tools. This suite includes Google Docs (word processing), Sheets (spreadsheets and graphing), Slides (presentations), Drawings, and Forms (surveys and assessments).
- All work is stored in the cloud.

b. Chrome Web Apps and Extensions

- Students are responsible for the web apps and extensions they install on their Chromebooks. Students may only install apps and extensions that have been “whitelisted,” or approved by the District. Inappropriate material will result in disciplinary action.
- Some web apps will be available to use when the Chromebook is not connected to the Internet.

10. Chromebook Identification

a. Records

- The District will maintain a log of all Chromebooks that includes the Chromebook serial number, and name and ID number of the student assigned to the device.

b. Users

- Each student will be assigned the same Chromebook for the duration of their time at each school level. Take good care of it!

11. Repairing/Replacing Your Chromebook

a. Vendor Warranty

- Chromebooks include a one year hardware warranty from the vendor.
- The vendor warrants the Chromebook from defects in materials and workmanship.
- The limited warranty covers normal use, mechanical breakdown, and faulty construction.
- The vendor will provide normal replacement parts necessary to repair the Chromebook or, if required, a Chromebook replacement.
- The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.
- All repair work must be reported to the Technology Department.

b. Estimated Costs (subject to change)

The following are approximate costs of Chromebook parts and replacements and are subject to change without notice:

Students are responsible for Chromebooks. Students failing to return devices in good condition will be assessed payment. Charges for lost, damaged or defaced Chromebooks will be applied according to the following:

- First year (new device): Full replacement value
- Second year: Student will pay 75% of replacement cost
- Third year: Student will pay 50% of replacement cost
- Fourth year: Student will pay 25% of replacement cost

Report cards and credits will be withheld until this responsibility is met.

12. Privacy Expectations

School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally-mandated guidelines.

13. Appropriate Uses and Digital Citizenship

School-issued Chromebooks should be used for educational purposes and students are to adhere to the Rockland Public Schools' Technology & Electronic Communication Device Acceptable Use Policy and all of its corresponding administrative procedures at all times.

All students must bring this signed page to Homeroom (grades K - 8) or English Class (grades 9 - 12) during the first week of school to receive their Chromebook.

Parent/Guardian Agreement: I have read and understand the *Chromebook Loan Agreement* (attached to this document) and agree to the terms and conditions contained within.

Student Name (print clearly): _____

School: _____ Grade: _____

Parent/Guardian Name (print clearly): _____

Parent/Guardian Signature: _____

Date: _____

Student Agreement: I have read and understand the *Chromebook Loan Agreement* (attached to this document) and the online *Rockland Public School Chromebook Care and Use Policy Guide* and agree to abide by the terms and conditions contained in both documents. I also agree to the following specific expectations (**please initial each line**):

- I will use and transport my Chromebook with care. _____
- I will bring my Chromebook to school each day, fully charged. _____
- I will keep my Chromebook in good working condition, making every effort to avoid unnecessary damage and will report any damage or loss immediately. _____
- I will use my Chromebook responsibly and productively while in school as well as outside of school. _____
- I agree to abide by the terms and conditions contained within the online *Rockland Public Schools Technology & Electronic Communication Device Acceptable Use Policy*. _____

Student Signature: _____ Date: _____ Grade: _____

All students in grades K through 12 will be issued a Chromebook and charger. Each Chromebook will be issued and registered to an individual student. The student is responsible for their device at all times.

Participation in this program is subject to the following terms and conditions:

- The student must be actively enrolled in the Rockland Public Schools.
- The Chromebook and charger are on loan and remain the property of the Rockland Public Schools.
- Both the student and parent/guardian agree to adhere to the terms and conditions of the *Chromebook Care and Use Policy Guide*.
- For all technology use, the student will adhere to the terms and conditions of the Rockland Public Schools' *Technology & Electronic Communication Device Acceptable Use Policy*.

- The student shall be the exclusive user of the device and shall not grant access to any other individual.
- The student must comply with all applicable software license agreements.
- The Chromebook and charger must be returned to the Rockland Public Schools at the time of transfer, withdrawal, or graduation from the Rockland Public Schools.
- The Chromebook and charger will be returned in good condition with reasonable wear and tear as outlined in the *Chromebook Care and Use Policy Guide*.
- Rockland Public Schools may charge a late fee and/or take disciplinary measures if the Chromebook and charger are not returned in accordance with the previous two (2) bulleted statements.
- The care of the Chromebook and charger are the responsibility of the student and parent/guardian while in their care. Chromebooks that are broken or fail to work properly must be taken to the Technology Department as soon as possible to be evaluated for repair.
- Students failing to return devices in good condition will be assessed payment. Charges for lost, damaged or defaced Chromebooks will be applied according to the following:
 - First year (new device): Student will pay full replacement value
 - Second year: Student will pay 75% of replacement cost
 - Third year: Student will pay 50% of replacement cost
 - Fourth year: Student will pay 25% of replacement cost
 Report cards and credits will be withheld until this responsibility is met.

TERMS OF REMOTE LEARNING BY AUDIO AND VIDEO CONFERENCING

By participating in this audio and/or video conferencing service as part of your student's remote learning plan, you consent to the use of the Remote Learning by Audio and Video Conferencing technology, tools, and services and acknowledge that you have read, understand, and agree to the following requirements and restrictions.

1. Students and parents/guardians must not save, record, share, or post this session or any copies, recordings, materials, or photographs of/from this session.
2. Students must treat each other with respect and must obey school rules at all times. The student code of conduct applies to all remote learning sessions. Students may be disciplined consistent with the student code of conduct for violating school rules during the sessions. Parents/guardians are responsible for monitoring their child's use of the provided services and programs.
3. The District reserves the right to remove a student from a session for inappropriate behavior or conduct.
4. During online instruction, information regarding students and/or their voice, image, and writing may be shared with other students (e.g., group chats, shared assignments, video feeds) who are participating in the session. However, the District takes steps to ensure that student record information in its possession is maintained in accordance with applicable laws.
5. The District assumes no liability and makes no representation regarding the quality of the audio or video conferencing service used.
6. The District has in good faith attempted to ensure that audio and video conferencing platforms that are compliant with FERPA, CIPA, COPPA, and all other applicable federal and state laws. The District will take all reasonable measures to preserve your privacy and the privacy of the student, and each of our educators will continue to maintain the privacy of student record information. Parents/guardians waive any and all claims against the District related to the use of these third-party vendors to provide audio and/or video conferencing services.

7. Parents/guardians and students should be aware that they can be observed by the educator and by other students and may elect to disable the camera feature.

If you or your parents do not agree to these rules and terms, please do not connect to any sessions. Parents/guardians who opt out of these rules and terms should contact the Building Principal via email.

SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION

Synopsis of Laws Title VI of the Civil Rights Acts of 1964

Coordinator, Dr. Alan Cron

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Coordinator: Ms. Rebecca Kidwell

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts's employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

Section 504 of the Rehabilitation Act of 1973

Coordinator: Dr. Alan Cron

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulation implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap. (34 CFR104.33)

American with Disabilities Act of 1990

Coordinator: Ms. Rebecca Kidwell

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including an investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. the public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR35.107(a))

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974

Coordinator: Dr. Alan Cron

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classification including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203 (f))

Mass. General Laws CH.76, S5 (also known as Chapter c22)

Coordinator: Ms. Rebecca Kidwell

This state law provides that 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, gender identity or sexual orientation.

Title I of the Elementary and Secondary Education Act of 1965

Coordinator: Dr. Alan Cron

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

SPECIAL EDUCATION

Chapter 688 (transition planning)

Coordinator: Linda Maniglia, 781-878-1380

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases.

School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

McKinney-Vento Homeless Education Act

Homeless Education Liaison, Linda Maniglia, 781-878-1380

To the extent practical as required by law, Rockland Public Schools will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including head start and comparable pre-school programs, Title 1, similar state programs, special education, bilingual education, vocational and technical programs, gifted and talented programs and school nutrition programs.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families.

Rockland Public Schools

**34 Mackinlay Way
Rockland, MA 02370
781-878-3893**

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES POLICY

To the extent practical and as required by law, the Rockland Public Schools will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Definition

Homeless children and youth are defined as lacking a fixed, regular, and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or transportation stations or similar settings;
7. Migratory children who qualify as homeless because they are living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

Enrollment

Homeless students have the right to remain enrolled in their school of origin while they remain homeless, or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is temporarily living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

The school district will immediately enroll homeless students in school and will remove any barriers to enrollment to ensure educational stability and to avoid separation from school.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute including all available appeals. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution in accordance with the requirements of the McKinney-Vento Act and as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Transportation

The school district will provide transportation to homeless students that meet Massachusetts state law and are comparable to those received by other students. If a homeless student continues to live in the area served by the school district in which the school of origin is located, the district will provide or arrange transportation if needed. If the homeless student moves to an area served by another district, though continuing their education at the school of origin, the district of origin and the district in which the student resides will agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally pursuant to applicable federal law.

Approved by Rockland School Committee February 23, 2004

Updated and Approved by School Committee June 26, 2017

ADDITIONAL COVID-19 LANGUAGE

Rockland High School is committed to creating a safe learning environment where students can return to school for in-person learning adhering to recommended health and safety guidance. The COVID-19 Pandemic remains a very fluid situation, however, it is important all students play a role in helping the school follow the best practices to reduce the risk of transmission of the virus.

A student is expected to do the following:

1. Communicate with family members and school personnel when exhibiting symptoms of COVID-19.
2. Wear a mask that adequately covers both their nose and mouth.
3. Practice hand hygiene, proper handwashing and sanitizing upon arrival to school, before eating, before putting on and taking off masks, before dismissal, and at the request of a staff member. Students are expected to sanitize and disinfect their own desk/table area at the end of each period and at the conclusion of eating breakfast and lunch.
4. Maintain a physical distance from other students and staff of 6 feet when possible.

For students who fail to follow the safety precautions above, the following measures may be taken:

1. The student will receive a warning.
2. The parent/guardian will be called to discuss the student's alleged violation of a COVID-19 safety precaution. A meeting may be arranged with the student, parent, staff member, and administrator.
3. A student will be sent home and assigned to the Remote Learning Academy.