

2023-2024 DAVID PROUTY STUDENT HANDBOOK



Contents

CORE VALUES, BELIEFS AND 21ST CENTURY LEARNING EXPECTATIONS	1
Core Values	1
Beliefs.....	1
21st Century Learning Expectations	1
ACADEMIC OVERVIEW	2
DPHS GRADUATION REQUIREMENTS	2
PROMOTION POLICY	2
MASSCORE REQUIREMENTS	3
CLASS RANK AND WEIGHTING OF GRADES.....	3
HONOR ROLL, WHITE SWEATER, NHS AND GOLD TASSEL	3
COURSE LEVELS	3
EMERGENCY PROCEDURES	5
Fire Drills	5
Lock Down Procedures	5
Stay in Place Procedures	5
EVACUATION PLAN	5
NURSE'S OFFICE	6
HEALTH RECORDS	6
ADMINISTRATION OF MEDICATION AT SCHOOL.....	6
TRANSPORTATION BY AMBULANCE	6
AVAILABILITY OF IN SCHOOL PROGRAMS FOR PREGNANT STUDENTS.....	7
ATTENDANCE POLICY	7
FOUR CATEGORIES OF ABSENCES	7
AUTHORIZED ABSENCE, TARDY, AND DISMISSAL REASONS	8
FAMILY VACATION POLICY	8
LOST CREDITS DUE TO ATTENDANCE.....	9
ATTENDANCE APPEALS.....	9
TARDINESS	9
Tardiness to School	9

Tardiness to Class.....	9
DISMISSALS.....	9
MAKE-UP PROCEDURES / SCHOOL MAKE-UP RULES AND REGULATIONS	10
DISCIPLINE CODE	11
BEHAVIOR INTERVENTION CHART	11
EXPECTATIONS FOR CLASSROOM BEHAVIOR	16
DRESS CODE POLICY	16
CONDUCT AROUND THE BUILDING	16
A. Hallways.....	17
B. Use of Unsupervised Areas – Unauthorized Areas	17
C. Food and Beverages	17
D. Cafeteria	17
E. Littering	17
F. Lockers.....	17
G. Vandalism and Theft	18
I. Phones and Possession of Portable Electronic Equipment	18
J. Public Displays of Affection	19
K. Gambling.....	19
L. Insubordination/Disrespect	19
M. Dishonesty	19
N. Cheating, Plagiarism	20
O. Dangerous Conduct.....	20
P. Fighting/Threats	20
Q. Intimidation/Harassment	20
R. Obscene and Libelous Materials.....	21
S. Early arrivals	21
T. Leaving school grounds.....	21
U. Inappropriate Language, Gestures or Clothing	21
V. Perfumes, Colognes, and Other Aerosols.....	22
BUS CONDUCT.....	22
DRIVING AND PARKING ON CAMPUS	22
STUDENT PARKING REGULATIONS	22
VISITOR POLICY	23
DANCES AND OTHER SOCIAL FUNCTIONS	23
Inviting Guests to Dances and Other School Functions.....	24
ALCOHOL, DRUGS, AND VAPING.....	24
NON-SMOKING/VAPING POLICY	25

Policy for a Smoke-Free Environment.....	25
DAILY ELIGIBILITY FOR STUDENT ACTIVITIES	25
SUSPENSIONS	26
DETENTIONS	26
OFFICE DETENTIONS - PM SUSPENSIONS	26
DETENTION/PM/SUSPENSION RULES	26
PERSONAL DETENTION.....	26
DETENTIONS ASSIGNED BY TEACHER	26
SEARCH AND SEIZURE	27
DUE PROCESS RIGHTS	27
OUT OF SCHOOL SUSPENSIONS/EXPULSION.....	28
DUE PROCESS RIGHTS FOR LONG-TERM SUSPENSION	29
SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG- TERM SUSPENSION	31
DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)	31
Responsibilities of the Team; Responsibilities of the district.	31
Procedural requirements applied to students not yet determined to be eligible for special education.	32
WEAPONS, DRUGS AND ASSAULTS ON STAFF (EDUCATION REFORM	33
ELIGIBILITY FOR FALL SCHOOL ACTIVITIES.....	37
STUDENT REGIONAL ADVISORY COUNCIL.....	38
STUDENT SCHOOL COMMITTEE REPRESENTATIVES	38
STUDENT SCHOOL COUNCIL REPRESENTATIVES	38
COMMUNITY SERVICE	38
Community Service Guidelines	38
Parent, Teacher, Guidance and Administrative Responsibilities within community service requirement	39
GUIDANCE.....	40
NATIONAL HONOR SOCIETY	40
SENIOR HONOR SOCIETY	42
DPHS PERMANENT SCHOLARSHIP FUND	42
WHITE SWEATER AWARD	42
SPECIAL EDUCATION SERVICES	42
PROCEDURAL REQUIREMENTS FOR STUDENTS NOT YET DETERMINED ELIGIBLE FOR SPECIAL EDUCATION	43
504 - DISCIPLINE.....	43
HOME / HOSPITAL INSTRUCTION	45
DISTRICT POLICIES	45

HEALTH EDUCATION POLICY	45
Medical Emergency Response Plan	46
CONTACTING POLICE: SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT MEMORANDUM OF UNDERSTANDING	47
SEBRSD BULLYING PREVENTION AND INTERVENTION PLAN	48
GRIEVANCE POLICY AND PROCEDURE REGARDING TITLE VI, TITLE IX AND SECTION 504.....	64
RETALIATION	69
SEXUAL HARASSMENT AND TITLE IX	69
INTERVIEWS AND SEARCHES BY POLICE.....	76
REMOVAL OF STUDENTS FROM SCHOOL BY THE POLICE	77
WEAPONS ON SCHOOL PROPERTY	77
HAZING.....	77
PUBLIC’S RIGHT TO KNOW	78
PARENTS’ RIGHT TO KNOW	78
ACCEPTABLE USE POLICY FOR TECHNOLOGY	78
PHYSICAL RESTRAINT OF STUDENTS	79
SCHOOL SONG	83

CORE VALUES, BELIEFS AND 21ST CENTURY LEARNING EXPECTATIONS

Core Values

Responsible, Resourceful, Respectful and Reflective Citizens in a Collaborative Environment.

Beliefs

The David Prouty High School community believes our students should...

- be persistent life-long learners
- be independent thinkers
- develop healthy lifestyles and make appropriate decisions
- develop deep and enduring academic understandings
- be exposed to a variety of intellectual and cultural experiences
- appreciate the fine and performing arts
- effectively and appropriately utilize technology

21st Century Learning Expectations

Our goal is that David Prouty High School students will...

Academically

- write effectively
- read critically
- think critically
- speak effectively
- apply reasoning and problem-solving skills
- collaborate with others
- effectively use technology

Socially

- practice respect for self and others in various environments
- cooperate with others in and out of the classroom

Civically

- be responsible and contributing members of their communities

ACADEMIC OVERVIEW

NOTE: DPHS moved to a seven block schedule during the 2023-24 school year. Credit requirements are being reviewed and will be updated for class of 2025 and beyond.

DPHS GRADUATION REQUIREMENTS

Subject	CTE Program Graduation Requirements - Credits	Credits General Graduation Requirements - Credits
English	8	8
Mathematics	8	8
Social Studies	4	5
Science	5	5
CTE Program	11	-
Music and Fine Arts	1	2
Health	1	1
Physical Education	3	3
Foreign Language	-	2
General Electives	1	8
Total Credits for Graduation	42	42
	Class of 2024	Class of 2025 and Beyond
	40	42

*** In addition to course requirements, students must meet all MCAS requirements and complete 40 hours of community service as a graduation requirement as outlined in the Student Activity Handbook.

PROMOTION POLICY

Students in grades 9-11 are expected to carry 12 credits worth of courses each year. The following minimum number of credits must be earned to enable any student to qualify:

Class Year	Sophomore	Junior	Senior
2024	7	16	28
2025	7	18	30
2026 and beyond	8	19	30

MASSCORE REQUIREMENTS

MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes:

How Many?	Which Subjects?
4 years	English
4 years	Math
3 years	Lab-based Science
3 years	History/Social Science
2 years	Same Foreign Language

CLASS RANK AND WEIGHTING OF GRADES

The weighting of grades will be used ONLY to determine class rank, which is run twice a year, in January and June. Each final grade received by a student will be increased by the weight assigned in proportion to the units earned by that course when calculating a weighted average. Students who enter David Prouty High School for their senior year will have a grade point average (GPA) computed, but will not be ranked.

Weighted GPA and class rank are reported on students' transcripts.

Unweighted grades will be used to determine simple cumulative grade point averages.

HONOR ROLL, WHITE SWEATER, NHS AND GOLD TASSEL

Honor Roll will be determined by an unweighted average. An average of 90 is required for high honors, with no grade lower than A- and an average of 85 is required for honors, with no grade lower than a B-.

Eligibility for the White Sweater Award will be given to seniors who have achieved a 93+ cumulative unweighted average for the first three years of high school.

Graduating seniors who have a cumulative unweighted GPA of 90+ will be eligible to wear the Gold Tassel on their graduation regalia.

Academic eligibility for membership in the National Honor Society will be based on an unweighted average of 88.

COURSE LEVELS

All level placements are designed to provide maximum intellectual challenge for each student. Placement decisions are determined by standardized testing, past academic performance and teacher recommendations. Low grades are not

automatically a basis for dropping levels. Placement levels may vary in different subject areas. Each course's level is recorded in the program of studies.

ADVANCED PLACEMENT COURSES (AP) (Weight Assigned – 12)

This level includes courses formally recognized as Advanced Placement (AP) courses. It prepares students for CEEB Advanced Placement Credit. Courses are designed for maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination after completion of the course.

HONORS COURSES (H) (Weight Assigned – 9)

These courses contain highly challenging materials, presented at an accelerated and more intensive pace than the standard college preparatory courses taken by a majority of four-year college-bound students. They require advanced reading, writing, verbal, conceptual, mathematical and study abilities.

STANDARD COLLEGE PREP COURSES (SC1) (Weight Assigned – 3)

These courses are designed to prepare students to continue their education at a four year college. They require well developed reading, writing, verbal, conceptual, mathematical and study abilities.

STANDARD COLLEGE PREP COURSES (SC2) (Weight Assigned – 2)

The curriculum of the (SC2) course is similar to that of the (SC1) course yet the differentiation of instruction is more in line with the ability of a student who may intend to go to college but needs strong reinforcement of his/her skills.

APPLIED LEARNING COURSES (AL) (Weight Assigned – 0)

These courses combine the essential elements of the college prep curriculum with the effective learning and problem-solving strategies in a broad technical or business field of study. Applied learning is student oriented and characterized by classroom discussion, group projects, homework assignments, laboratory experiments, and other hands-on activities. The purpose is to create an environment that actively engages students and teachers in a collaborative learning process.

NON-WEIGHTED COURSES (NW)

Courses under the category of Physical Education, Work Study, Summer School, and Dual Enrollment courses are the only courses at Prouty that are not calculated into the grade point average.

ENTRANCE POLICY

MGL. C.76 Section 5. Every person shall have a right to attend the public schools of the town where s/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

NON-DISCRIMINATION STATEMENT

The Spencer-East Brookfield Regional School District's Policy of non-discrimination will extend to students, school personnel and staff, the general public and individuals with whom it does business; and will apply to race, color, national

background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other protected categories under the law.

EMERGENCY PROCEDURES

Fire Drills

Fire drills are held periodically during the school year. Usually these fire drills are not pre-announced. Each room in the school has a Fire Drill exit plan posted in a conspicuous place. These plans were developed to ensure maximum safety and quick evacuation. When a fire drill is called, all students, faculty, other working personnel and visitors will immediately evacuate the building. Everyone will keep to the side of the corridors and then gather in the designated areas outside and away from the building. There will be no running or pushing during evacuation drills. Fire drills are lifesaving exercises and are to be considered as serious business by all concerned. All must remain in their designated area until an all-clear signal is issued by the person in charge.

Lock Down Procedures

1. Teachers should gather students, staff and guests from the immediate hallway.
2. Teachers near bathrooms should check them and gather those present.
3. Teachers shall lock classroom doors; turn off lights, monitors and projectors.
4. Teachers shall hide all occupants from view as best as possible.
5. Teachers shall stay with students and others that have been gathered.
6. No one should change locations unless circumstances demand movement.
7. If a teacher or student is outside the school, they shall remain outside and make contact with a public safety official.
8. Students and staff in other areas; cafeteria, library, gymnasium, administrative offices, maintenance, etc., should remain where they are, hiding from view as best as possible.
9. At the conclusion of the 'lock-down', police and school officials will open each classroom door and inspect other areas, providing additional information as needed.

Stay in Place Procedures

1. Teachers should gather students, staff and guests from the immediate hallway, unless otherwise instructed.
2. Teachers near bathroom should check them and gather those present.
3. Teachers shall close their classroom doors; people coming to the classroom may be admitted.
4. Keep teaching.
5. If a teacher or student is outside the school, return to your classroom.
6. Teachers should not dismiss their class or allow anyone to leave unless instructed to do so.
7. Students and staff in other areas; cafeteria, library, gymnasium, administrative offices, maintenance, etc., shall remain where they are unless instructed otherwise.
8. A 'stay-in-place' could change to a 'lock-down' if the initial assessment changes.
9. Follow public address instructions until the conclusion of the 'stay-in-place'.

EVACUATION PLAN

Whenever the Superintendent of Schools or his designee determines that David Prouty High School must be evacuated, the district bus coordinator will call AA Transportation Garage to request the five on-call buses. Students will be dismissed by bus routes Spencer Routes A – D and East Brookfield Route 14, etc. The Superintendent's office shall notify all of the radio and television stations that are listed on the districts no school list. The DPHS principal's office will call any parent who has indicated on the opening day materials that they wish a telephone call made to them

whenever an evacuation occurs. A record by check mark shall be made of each parental emergency contact person telephone call. A second and subsequent telephone call should be made until each of these parents is notified. Please refer to the District's Evacuation Policy for a full description of the plan.

NURSE'S OFFICE

HEALTH RECORDS

Immunizations – Except where otherwise allowed by law, no student shall be admitted to high school in the SpencerEast Brookfield Regional School District without presentation of a physician's certificate that the student has been successfully immunized against those diseases as required by M.G.L. c. 76, section 15 and the Department of Public Health.

Physical Examinations – Required for students every 4 years. (Note: the Massachusetts Interscholastic Athletic Association (MIAA) for sports participation require physicals every 13 months; Massachusetts Secondary School Administrators Association (MSSAA) for cheerleaders yearly).

Screening Programs – State mandated Vision and Hearing screening is required for all students once during their enrollment at the high school (exception – DPH waiver). Students in grades 9-12 can only be vision screened once in four years. Postural screening is required for all students in Grade 9.

The above information is updated for Individualized Education Plans and Medical 504's generated from the Pupil Services Department.

ADMINISTRATION OF MEDICATION AT SCHOOL

1. All medication that must be administered during school hours require a doctor's order on file in addition to parental consent. The medication must be in the original pharmacy container with a valid expiration date. It is advised that you ask your pharmacist for an additional labeled bottle if you need a supply at home.
2. All medication must be transported to and from the school by a parent or guardian and delivered directly to the school nurse. Medications are kept in a locked cabinet in the nurse's office and are only dispensed by the nurse. Any medications not claimed by the parents/guardians by the last day of school will be discarded.
3. In regards to inhalers and Epi-pens – it is strongly advised that students carry them at all times. Parents are encouraged to provide duplicates to be secured in the nurse's office. Doctor's orders and parental consent are required for self-administration.
4. Non-aspirin analgesics cannot be administered without the written consent of the parent/guardian. Parents are asked to send in the student's own supply in the original pharmacy container to be secured in the nurse's office.
5. Only the nurse can dispense medication. (Exception – trained staff members have received Epi-pen training for anaphylactic reactions and the school district registers annually with the Department of Public Health to permit the delegation of prescription medication to unlicensed school personnel on field trips and short term special school events.)
6. This policy is made in accordance with re regulations 105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools.

TRANSPORTATION BY AMBULANCE

The Spencer East Brookfield School Department will call an ambulance if it is deemed necessary by the nurse. Trained emergency medical technicians and/or paramedics are responsible for all emergency care of the student upon their arrival at the scene and during transportation to the hospital. The school's responsibility ends when emergency care is transferred to the EMT/Paramedics. Spencer East Brookfield Public Schools is not financially responsible for medical

treatment outside of school or for providing transportation or ambulance service for a child who is injured or becomes ill at school.

After the 911 call is made, a staff member will call the parent/guardian to inform them of the medical status of their child and the need to be transported from the school by ambulance to the hospital. In the event that a parent does not answer the call, additional calls back would be made in addition to those on the emergency contact list. If the parent is able to arrive at the school prior to the departure of the ambulance, the parent/guardian may accompany the child to the hospital. When a parent/guardian is not present in this short window of time, a staff member will accompany the student in the ambulance and will remain at the hospital until the parent/guardian is present.

AVAILABILITY OF IN SCHOOL PROGRAMS FOR PREGNANT STUDENTS

School-age mothers who receive appropriate assistance are more likely to complete their education. Therefore, pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy.

After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave. Pregnant students are encouraged to utilize their parents, Teachers and Guidance counselor for support.

ATTENDANCE POLICY

The Spencer-East Brookfield Regional School District Attendance Policy: School attendance is vital to academic success. Teachers cannot teach students who are not present. The learning experience that takes place within a classroom situation is an integral part of academic success and cannot be duplicated when a student is absent from that class experience. Class time that is lost is irretrievable.

Not only does research show that the above is true, but also the Massachusetts General Laws, pursuant to M.G.L. c. 76, regulate school attendance laws.

FOUR CATEGORIES OF ABSENCES

Please note that it is the responsibility of the school, rather than the parents, to determine whether or not an absence is authorized.

- 1. Authorized Absences** - If your absence is authorized, your teachers will allow you to make up the work you missed (see Make-Up Policy). Parents must call the main office to report their child's authorized absence. Illness, religious observances, etc. (see Acceptable Absences) and pre-arranged absences other than vacations are examples of authorized absences.
- 2. Unauthorized Absences** - Examples of unauthorized absences include but not limited to, going to the airport, studying in the library, oversleeping, missing the bus, or car problems. On days of special schedules, early and late dismissals, etc., work conflicts will not be accepted as authorized absences.
- 3. Truancy** - A student will be considered habitually truant if the student is not excused from attendance and "willfully" fails to attend school for more than 8 school days in a quarter.
- 4. Suspension** - If you receive an Out of School Suspension, all assignments and written work must be completed upon your return to school. Consult your teachers regarding the scheduling of make-up tests or quizzes as soon as you return to school.

The Spencer-East Brookfield Schools will apply the following policies in regard to attendance of David Prouty High School students.

- Notes will not be required before or after an absence. A note or statement from the doctor in charge giving permission for the student to return to school is required after an absence of five days or more unless the absence has been cleared through the school authorities.

2. When a student is to be absent, it is **REQUIRED** that parent/guardian call the main office at 508-885-8505 between 7:00 and 7:30 a.m., the school nurse's office at 508-885-8513 after 7:30 a.m. on the day of the absence and give the students' name when reporting. If no call is received, the office staff will make every effort to contact a parent/guardian to verify the absence the same day as the absence or no later than three (3) days following the absence. Any absence not verified by parental/guardian contact will be considered truancy. See **TRUANCY POLICY**.
3. Any student who has been truant shall serve two after school suspensions from 2:10 p.m. to 4:00 p.m.
4. A truant student will receive a zero for all work missed during the truancy and will not be allowed to make up this work.
5. Complaints may be obtained in the District Court against parents or guardians in charge of the truant student under the age of 16.
6. Teachers will make referrals to guidance/nurse on students who exhibit poor attendance patterns.
7. The Assistant Principal will notify the parent/guardian of a student who has at least five (5) days in which the student missed two (2) or more periods unexcused in a school year or who missed five (5) or more school days unexcused in a school year.
8. Any student that accumulates five (5) unexcused absences during a quarter could be required to attend a meeting with a parent/guardian and one of the DPHS Principals for the purpose of planning mutually agreed upon action steps to ensure that the student understands the importance of being in school on a regular basis. Further action may be taken depending on the circumstances such as referral to a Family Resource Center or up to and including the filing of a Child Requiring Assistance (CRA) application.
9. Chronic excessive absenteeism may result in the loss of academic credit.

AUTHORIZED ABSENCE, TARDY, AND DISMISSAL REASONS

1. Personal illness. Extended Illness – After five days a note must be presented to the school written by a doctor, after having seen the student at the doctor's office.
2. Professional appointments that could not be scheduled outside the regular school day. Students should bring in verification of the appointment such as an appointment card.
3. Serious personal or family emergency. The emergency **MUST BE** communicated to the main office.
4. School sponsored or sanctioned activities.
5. College/career interviews or visitation for seniors. The senior must contact the guidance office 24 hours prior to the visit, and bring back documentation that verifies the visit.
6. Religious reasons – Religious Holy Days. The student's religion must require that the student does not attend school on the specific holy day or that school attendance would interfere with required religious observances. The parent/guardian must notify the school in writing within two (2) school days before or after the absence.
7. Death in the immediate family. A student may be excused for up to five (5) consecutive days for bereavement.
8. Court appearances with documentation from court such as a subpoena.

FAMILY VACATION POLICY

School vacations are scheduled to allow students to avail themselves of recreational and educational opportunities. Therefore, the school does not condone alternate vacations for the student. Students are **NOT** able to receive credit for days missed due to family vacations. Each day of an alternate vacation will count toward the maximum absence limit. Families are strongly discouraged from planning vacation time during times that are not designated as school vacations. Students will have the opportunity to make-up major exams (determined by the teacher) if they are missed during the time of vacation. Administrative exemptions may be requested when exceptional circumstances exist.

LOST CREDITS DUE TO ATTENDANCE

To allow for normal illness and emergencies,

- A limit of (10) absences per class per semester will be allowed with excesses resulting in loss of credit for that semester.
- A limit of five (5) absences per class for a quarter course (.5) credit will be allowed with excesses resulting in loss of credit.
- A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the principal that provides for the student to meet the instructional requirements of the class.
- Students who have lost credit may appeal to an Attendance Committee appointed by the Principal.

ATTENDANCE APPEALS

When a student receives notification that he/she has lost credit due to unexcused absences, he/she may use the procedure below for an appeal hearing before the Principal and/or Attendance Committee.

1. Request of Loss of Credit form.
2. List the course(s) being appealed.
3. Provide documentation to validate absences.
4. Return the form to the Principal within 10 school days.

The student must continue to attend class regularly and remain academically active during the appeals process. After credit loss notification, a student/parent may request an appeal for review in order to reexamine the specific conditions relating to the individual case. The request for review must be in writing to the Principal within 10 school days.

TARDINESS

Tardiness to School

School doors will unlock at 7:30 AM. Students are expected to be in their first class by 7:40 AM. Students arriving after this time will be considered tardy to school. Tardy students need to sign in at the front office for attendance purposes.

School Tardiness -Minor Offense: A tardy before 8 AM without an authorized reason. Students are allowed two minor tardies per quarter without consequence. An afterschool detention will be assigned beginning with the third minor tardy per quarter.

School Tardiness – Major Offense: A tardy after 8:00 AM without an authorized reason. Students will be assigned a detention that day when they arrive in the office. Major tardies will not count toward the minor tardy count. Any student who arrives to school after the start of the second block will not be permitted to participate in any extracurricular activities, unless approved by the administration.

Tardiness to Class

Teachers will assign their own detentions for students that have three (3) or fewer tardies.

Students that accumulate four (4) or more tardies, or a single tardy greater than 10 minutes, will be referred to the assistant principal who will assign at least one office detention.

DISMISSALS

To help ensure the safety of all the students at David Prouty High School, no student will be permitted to leave school grounds during the day without being properly dismissed by the attendance clerk or school

administration. To be dismissed, a student must bring in a signed note from a parent/guardian to the main office before the first block of the day. The written note must include:

1. Reason for dismissal and time of dismissal
2. Parent/guardian signature with telephone number for verification
3. Whether the student will be returning to school and what time.

****No dismissals are permitted by phone, however an administrator may give permission in extenuating circumstances.**

All dismissals must be for legitimate reasons, i.e., medical and dental appointments and/or court appearances. Classes missed due to dismissals count toward maximum absence if it does not meet the criteria listed under approved dismissal reasons.

A parent/guardian or approved contact person must pick up the dismissed child from school unless they have received approval by an administrator to let them leave on their own. All dismissed students must check out through the main office.

No student will be allowed to drive another student anywhere during the school day or from school to any school-sponsored event without administrative approval. Any student who violates these procedures may be subject to disciplinary action, including but not limited to a loss of driving privileges.

A student who becomes ill during the school day must report to the nurse to be evaluated and the nurse will decide if the parent/guardian should be contacted for dismissal.

MAKE-UP PROCEDURES / SCHOOL MAKE-UP RULES AND REGULATIONS

If you have an authorized absence due to any reason, you must see your teacher immediately upon your return to school to determine make-up work and their deadlines. Failure to make-up work and/or meet deadlines will result in academic consequences.

1. All make-up work will be done after school.
2. Teachers will be available upon request for 30 minutes Mondays, Tuesdays, and Wednesdays by appointment.
3. Students are responsible to schedule their make-up work with teachers.
4. Students will not be excused from class to make up work.
5. Students will have one week to make up work.

DISCIPLINE CODE

BEHAVIOR INTERVENTION CHART

When possible, faculty and administration will take a teaching approach to behavioral infractions. The following chart includes suggestions for positive interventions.

PROBLEM BEHAVIOR	FIRST OCCURRENCE	REPEATED OCCURRENCE
Absences (Unexcused) Any absence not supported by written documentation. See attendance policy for more details.	Phone call home, Check in with student	May Include: Conference, Principal Letter, Home Visit, Attendance Contract, Withholding of course credit, Refer to Court for repeated truancy
Arson	May include: Reteach (e.g. fire safety), Loss of Privileges (e.g. increased supervision, limited mobility), Contact Fire Marshal, Counseling, Suspension, Long Term Suspension, Police Report, Expulsion	Contact Fire Marshal, Counseling, Long term Suspension, Police Report, Expulsion
Battery on School Staff	Suspension, Long Term Suspension, Expulsion, Police Report	Long Term Suspension, Expulsion, Police Report
Bullying (incl. Cyberbullying)	May include: Loss of Privileges (e.g. restricted free time area, increased supervision), No Contact Contract, In School Suspension, Suspension, Police Report	Informal/Formal Conference, No Contact Contract, Police Report, Suspension, Long Term Suspension, Expulsion
Bus Conduct	Informal/Formal Conference, May also include: Reteach, Community Service (e.g. clean bus), Student apology	2 nd Occurrence- Three Day Bus Suspension Minimum and Parent Conference before return to bus 3 rd Occurrence- Five Day Bus Suspension Minimum and Parent Conference before return to bus
Campus—Leaving Without Proper Authorization	May include: Reteach, Loss of Privileges (e.g. check in regularly with office), Detention, PM Detention, In School Suspension, Suspension	PM Detention, In School Suspension, Formal Conference, Suspension
Cheating on Test or School Related Assignment, Plagiarizing	May include: Reteach (e.g. write report on cheating/plagiarizing), Loss of Privileges (e.g. change seat), Restorative Practices (e.g. apology to student and teacher), Re-do assignment for reduced grade,	Detention, Failing Grade in Course or Assignment, In School Suspension, Suspension

Cutting Class	May Include: Detention, PM Detention, In School Suspension, Maximum of 1/2 credit on all missed work	Detention, PM Detention, In School Suspension, Maximum of 1/3 credit on all missed work
Destruction of Property (School or personal)	May include : Reteach, Loss of Privileges (e.g. limited access to areas of campus), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology) Parent Liability, In School Suspension, Suspension, Expulsion, Police Report	Formal Conference, Parent Liability, Community Service (e.g. repair / replace, voluntary work in lieu of payment), Restorative Practices In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Disruption of School Assembly	May include: Suspension, Long Term Suspension, Police Report	May include: Suspension, Long Term Suspension, Police Report, Expulsion
Driving Reckless on or Around Campus	May include: Reteach, Loss of Privileges (e.g. parking on campus), PM Detention, In School Suspension, Suspension, Police Report	Loss Parking Privilege on Campus, PM Detention, In School Suspension, Suspension, Revoke Driving Privileges, Police Report
Drugs/Alcohol/Paraphernalia Including Vaping (Distribution)	May include: MIAA Consequence, Confiscation and Disposal, Long Term Suspension, Expulsion, Police Report	May include: MIAA Consequence, Confiscation and Disposal, Long Term Suspension, Expulsion, Police Report
Drugs/Alcohol/Paraphernalia Including Vaping (Personal Use)	May include: MIAA Consequence, Confiscation and Disposal, Drug & Alcohol Counseling Referral, Suspension, Expulsion, Police Report	May include: MIAA Consequence, Confiscation and Disposal, Drug & Alcohol Counseling Referral, Long Term Suspension, Expulsion, Police Report
Electronic Devices (Cell Phones)	May include: Phone held in office for remainder of day, detention	Informal/Formal Conference, Phone held until parent pick up, detention
Explosive Devices/Bomb Threat	May include: Suspension, Long Term Suspension, Expulsion, Police Report, Letter of Apology	Long Term Suspension, Expulsion, Police Report
Extortion/Robbery	May include: Restorative Practices(e.g. replace item), Letter of Apology, Detention, PM Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Restorative Practices(e.g. replace item), Letter of Apology, PM Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Fighting/Assault/Threats	May include: Reteach (e.g. problem solving lesson, anger management group), Restorative Practices (e.g. letter of apology, conflict resolution), No Contact Contract, In School	Restorative Practices (e.g. letter of apology, conflict resolution), In School Suspension, Suspension, Long Term Suspension, Expulsion, Police Report

	Suspension, Suspension, Long Term Suspension, Expulsion, Police Report	
Fire Alarm-- Deliberate False	May include: Reteach (e.g. write report on fire safety), Loss of Privileges (e.g. must be supervised during transitions), In School Suspension, Suspension, Fire Marshal, Police Report	Long Term Suspension, Fire Marshal, Expulsion, Police Report
Forgery	May include: Reteach, Restorative Practices (e.g. letter of apology), Detention, PM Detention, In School Suspension	PM Detention, In School Suspension
Gambling	May include: Reteach (e.g. write report on gambling), Loss of Privileges (e.g. increased supervision), PM Detention, In School Suspension, Suspension	Loss of Privileges, In School Suspension, Suspension
Gang Behavior/Attire	May include: Reteach (e.g. problem solving lesson, support group), Referral to Counselor (academic support and cultural awareness), Loss of Privileges (e.g. restrict areas of campus), Gang Prevention Contract, Community Agency Referral, Suspension, Long Term Suspension, Expulsion, Police Report	Loss of Privileges (e.g. increased supervision, limited free time area), Suspension, Long Term Suspension, Expulsion, Police Report
Harassment/Intimidation	May include: Reteach (e.g. problem solving skills), Loss of Privileges, No Contact Contract, Detention, PM Detention, In School Suspension, Suspension, Long Term Suspension, Police Report	In School Suspension, Suspension, Long Term Suspension, Police Report
Hate Speech/Crimes	May include: Reteach (e.g. diversity training, write a report on group), In School Suspension, Suspension, Expulsion, Police Report	Suspension, Expulsion, Police Report
Hazing	May include: Reteach (e.g. write report on dangers of hazing), Loss of Privileges, No Contact Contract, In School Suspension, Suspension, Long Term Suspension, Expulsion, Police Report	Suspension, Long Term Suspension, Expulsion, Police Report

Insubordination—Willful Defiance of Authority Disruption on School Property or in Classroom	May include: Reteach, Loss of Privileges, Detention, PM Detention, In School Suspension, Suspension	PM Detention, In School Suspension, Suspension, Long Term Suspension
Leaving School Grounds - Unauthorized	May include: Search Upon Return, Detention, PM Detention, In School Suspension, Additional consequences if student leaves grounds while engaged in other discipline matter include Suspension and Long Term Suspension.	May include: Search Upon Return, Detention, PM Detention, In School Suspension, Additional consequences if student leaves grounds while engaged in other discipline matter include Suspension and Long Term Suspension.
Parking Violations	May include: Reteach, Loss of Parking Privileges, Detention, PM Detention	May include: Reteach, Loss of Parking Privileges, Detention, PM Detention
Profanity	May include: Reteach, Loss of Privileges (e.g. break/lunch restriction), Restorative Practices (e.g. letter of apology), Detention, PM Detention	Detention, Detention, PM Detention, In School Suspension
Sexual Battery	No Contact Contract, Suspension, Long Term Suspension, Expulsion, Police Report	No Contact Contract, Long Term Suspension, Expulsion, Police Report
Sexual Assault	No Contact Contract, Suspension, Long Term Suspension, Expulsion, Police Report	No Contact Contract, Long Term Suspension, Expulsion, Police Report
Sexual Harassment	May include: Reteach, Loss of Privileges, Formal Conference, No Contact Contract, PM Detention, In School Suspension, Suspension, Police Report, Expulsion	Suspension, Long term Suspension, Police Report, Expulsion
Skippping Detention	May Include: Additional Detention, PM Detention	PM Detention, In School Suspension, Short Term Suspension
Skippping PM Detention	May Include: In School Suspension	In School Suspension
Skippping In School Suspension	Students may not return to class until they have completed all in school suspensions, Parent Conference	Students may not return to class until they have completed all in school suspensions, Parent Conference

Smoking/ Tobacco Products	May include: MIAA Consequence, In School Suspension, Smoking Cessation Class, Confiscation and Disposal of Items, Police Citation	May include: MIAA Consequence, In School Suspension, Smoking Cessation Class, Confiscation and Disposal of Items, Police Citation
Terrorist Threats	May include: Loss of Privileges, Referral to Counselor, Suspension, Long Term Suspension, Police Report, Expulsion	Suspension, Long Term Suspension, Police report, Expulsion
Theft/Possession of Stolen Property/Burglary	May include: Reteach, Loss of Privileges (e.g. increased supervision, restricted break/lunch area), Community Service (e.g. replace item, voluntary work in lieu of payment), Restorative Practices (e.g. letter of apology), PM Detention, In School Suspension, Suspension, Police Report	In School Suspension, Suspension, Long Term Suspension, Police Report, Expulsion
Verbal Assault	In School Suspension, Suspension, Long Term Suspension, Letter of Apology, Police Report	Suspension, Long Term Suspension, Letter of Apology, Expulsion, Police Report
Weapons/Injurious Objects/ Replica Firearm	May include: Loss of Privileges (e.g. backpack/pocket check daily), In School Suspension, Suspension, Long Term Suspension, Police Report, Expulsion (Mandatory Expulsion for firearm, brandishing, explosives)	Suspension, Long Term Suspension, Police Report, Expulsion (Mandatory Expulsion for firearm, brandishing, explosives)

EXPECTATIONS FOR CLASSROOM BEHAVIOR

The classroom is certainly the most critical area of an educational institution, and your teachers will insist that your behavior and attitude in the classroom reflect the importance of serious business of learning. More specifically, they will insist that you:

1. Arrive to class on time.
2. Be prepared for class with all materials necessary for class that day.
3. Be attentive to the task at hand until dismissed by the teacher.
4. Demonstrate care and consideration for school property and the property of others.
5. Each teacher will establish the rules and procedures for their classroom. Students are expected to observe rules and to respond promptly to the direction of his/her teacher. This includes storing electronic devices in classroom areas when prompted.
6. Parental involvement remediating discipline situations will be stressed.

DRESS CODE POLICY

Students' clothing shall not disrupt from the school's educational process. Students must wear attire that do not cause or present issues of health, safety, cleanliness and disruption or disorder within the school. While in school, students will bear clothing that meets the following standards:

1. Eyes and ears must be seen at all times. No hoodies, Halloween masks, or sunglasses.
2. No clothing that causes disruption to the educational process shall be worn.
3. No bare feet or slippers.
4. No gang, violence, drug, alcohol, or cult-related apparel which would cause disruption or disorder within the school environment.
5. No clothing that reveals undergarments. Hoods cannot be worn while inside of the building, except for head coverings used for medical or religious reasons.
6. No blankets or pillows
7. The school principal, having discretion to render judgments regarding what is and what is not appropriate, may if necessary, waive these policy restrictions in religious and/or medical situations.

Students who represent their school in an official capacity are expected to abide by the dress code established by the Teacher/Advisor/Coach.

It is not the intention of this policy to list every possible clothing item. Students are to maintain an appearance, which is not a distraction to the school community or a detriment to the educational process. Student dress is considered unacceptable when it attracts undue attention to the individual or health and safety become a concern.

The administration has the authority to determine inappropriate dress. The dress code will be enforced by the faculty and administration. For minor infractions of the dress code policy students will be given the opportunity to correct the issue by changing clothing. Clothing that violates the dress code policy may be held in the office and given back after dismissal. Dress code violations that cause learning disruptions or safety concerns may result in more significant school consequences.

CONDUCT AROUND THE BUILDING

In order for our school community to function smoothly, each individual must observe certain standards of conduct within the building. When determining the level of discipline for students, extenuating circumstances may be considered. Each teacher's jurisdiction and responsibility extends over the entire building and school grounds at all times.

A. Hallways

Students are allowed four-minute passing time between classes. In order to ensure that there are no interruptions or distractions during class, you may not be in the hallways during class time without a pass from a staff member. Students going to another teacher's class must have a pass from the teacher they are going to see, not from the teacher they are leaving.

Students who are in the hallways after the passing bell has rung without a valid pass from a teacher will receive the following:

First Incident	One Detention
Second Incident	Two Detentions
Third Incident	PM Suspension
Fourth & Subsequent Incidents	Two PM Suspensions

B. Use of Unsupervised Areas – Unauthorized Areas

Students may not be present in any unsupervised, unauthorized or locked area of the building. Examples include but are not limited to: athletic facilities, locker rooms, music department, auditorium, cafeteria and classrooms.

First Incident	PM Suspension
Second Incident	Two PM Suspensions
Third & Subsequent Incidents	Out of School Suspension

C. Food and Beverages

Students may only eat in assigned areas and at assigned times. Deliveries are not allowed, and students may not leave building to get food during the day. Students are responsible for cleaning up any food and/or beverages. Violations of food and beverage rules could result in food being confiscated and the additional following consequences.

First Incident	Detention
Second Incident	Two Detentions
Third & Subsequent Incidents	PM Suspension

D. Cafeteria

Use of the cafeteria is a privilege which may be taken away from students who cannot conduct themselves in the proper manner. Students are to report to the cafeteria immediately at the start of their lunch period. **Students are expected to follow the following basic rules:**

- 1) All trays, dishes and refuse must be brought by the student to the dishwashing area. Any papers or garbage found beneath a table are the responsibility of the group sitting at the table and should be removed by them.
- 2) No food or beverage will be taken from the cafeteria.
- 3) Seniors will be permitted to eat lunch outside at a designated picnic area during times of good weather.

E. Littering

You are asked to help maintain a clean and sanitary environment in the school and on the grounds. Please do not litter.

F. Lockers

Although you are provided with a hall locker, that locker remains the property of the school and may be opened at any time by school officials. The lockers will be subject to search for a variety of reasons. Lockers suspected of concealing the following will be searched: drugs, alcohol, vaping rigs, tobacco products, and materials of a disruptive nature, stolen properties, weapons or other items

which pose a danger to the health or safety of the student and other students and school employees. Searching by school personnel must be authorized by the administration. (See also “Memorandum of Understanding”). It is important that you keep all valuable possessions at home. Do not write, kick, or abuse this school property as it will be considered vandalism.

NOTE: The school is not responsible for personal property stolen from lockers. Do not share lockers or give your combination to others. Report all broken or damaged lockers to the main office as soon as possible.

G. Vandalism and Theft

Vandalism, theft, destruction of school property, destruction of private property, possession of stolen materials is inconsistent with the David Prouty Code of Conduct – consideration for others. The consequence for those acts will depend upon the extent of the vandalism or theft.

Students should not bring large amounts of money to school. If they cannot avoid bringing a large amount of money, it should be placed in the school vault (main office) until after classes are over.

- 1) Any pupil who in any manner shall willfully deface or otherwise damage any portion of the school property, write any profane or indecent language or make obscene pictures or characters on school premises shall be liable for suspension or other punishment according to the nature of the offense.
- 2) Any pupil who shall willfully deface any school property shall be required to pay in full all damages. Scholastic credits may be withheld until the bill is settled. 3) Arson will be subject to suspension and criminal prosecution.
- 4) Damage caused by normal “wear and tear” will not be charged.
- 5) Written notification of incidents of vandalism will be forwarded to a parent/ guardian. Students are responsible for all equipment loaned to them, textbooks, workbooks, locks, etc.
- 6) All incidents of vandalism/theft will include suspension, restitution and reporting to the Spencer Police Department.

H. Textbooks/Library Books It is the student’s responsibility to exercise reasonable care and use of these texts. Books are issued to each student at the time of enrollment in the course and they must be returned at the conclusion of the course on the day of the final exam or whenever the student withdraws from the course. If a book is lost or damaged, the student must pay the replacement cost before a new book is issued or before a final exam is taken. If a “lost” book has been paid for and the book is returned, the payment fee will then be returned to the student.

I. Phones and Possession of Portable Electronic Equipment

Portable electronic equipment includes, but is not limited to, phones, smart watches, head phones, speakers, Chromebooks, laptops, and other electronic devices. Students are expected to follow the listed:

- 1) When students arrive to class, they are expected to place their phone in a space designated by the teacher. Using the phone during class will result in an office referral and the phone being held until the end of the school day. Repeat offenses could result in additional consequences including after school detention and long term loss of phone privileges.
- 2) Students may have headphones to use with their school assigned chromebook. Headphones may not be used during teacher instruction, during lessons where listening to others is a requirement, or any other time designated by the teacher. Misuse of headphones during class will result in an office referral and the phone being held until the end of the school day. Repeat offenses could result in

additional consequences including after school detention and long term loss of headphone privileges.

3) The use of any electronic device including smartwatches and headphones to circumvent the school policy could result in their confiscation, loss of privileges, and detention.

4) Teachers may enforce classroom procedures that require students to turn in their personal electronic devices. Students that violate those procedures may be disciplined by the teacher or administration.

5) Access to portable electronic equipment is a school privilege that may be taken away from individual students for violating school rules.

6) Students may not record audio, video or photos of anyone without their explicit permission

7) Parents/guardians should call the school for any emergency situation. We will contact your son/daughter. Do not try to contact them by cell phone while they are in classes or school related events. Students who use their phone during class will be disciplined for unauthorized use of their cell phones during the school day.

8) If a student needs to make a phone call during the day, they should speak to their classroom teacher or school administrator to identify an appropriate location

9) Due to the potential danger of laser pens they are not allowed on school grounds.

10) The school will not be responsible for any lost, misplaced, or stolen cell phones or other electronic devices.

11) Students who violate this policy will be subject to the item being confiscated. Any student who fails to turn over an item to a teacher, teaching assistant, administrator, or other staff member will be disciplined for insubordination.

12) All other school rules and expectations apply to the use of portable electronic equipment.

J. Public Displays of Affection

School is not the place for displays of affection. Students will be issued a warning at the first instance and their names will be submitted to the Administration to reinforce the warning. Any further violation of this rule by the student or students will result in notification of parent/guardian. Repeated offenses will result in suspension.

First Incident	Warning/ Referral to Administration
Second Incident	Detention
Third & Subsequent Incidents	Detentions/PM Suspension

K. Gambling

Students are prohibited from any type of gambling at school. Playing of cards is not admissible at any time!!

First Incident	Detention
Second Incident	Two Detentions
Third & Subsequent Incidents	PM Suspension

L. Insubordination/Disrespect

Students are asked to respond promptly to the directions of staff members and act respectfully at all times. Refusal to do so is considered a serious breach of Prouty's Code of Conduct.

First Incident	PM Suspension
Second Incident	Two PM Suspensions
Third & Subsequent Incidents	Out of School Suspension

Gross insubordination will result in at least a three (3) day suspension.

M. Dishonesty

Students will be expected to deal honestly with all staff.

N. Cheating, Plagiarism

The following actions are considered cheating and will result in discipline:

1. Copying homework from another student, or enabling someone else to do so.
2. Using someone else's (classmate or published author's) work in a paper without using quotation marks.
3. Using someone else's (classmate or published author's) ideas in a paper without giving that person credit.

First Incident	Zero on assignment or test – Detention
Second Incident	Zero on assignment or test – Two Detentions
Third & Subsequent Incidents	PM Suspension

O. Dangerous Conduct

Any action which endangers the safety and wellbeing of individuals including one self will not be tolerated. As a general principle, such action will result in at least a three day suspension.

Examples include, but are not limited to the following: sounding a false fire alarm, possession of dangerous materials (possession of weapons may lead to expulsion), causing physical harm to a staff member (assault on staff may lead to expulsion), a student, or threatening a staff member or student, behavior that may be dangerous to one self, etc. Throwing of objects (snow balls, elastics, paper clips, etc.).

P. Fighting/Threats

Disputes between members of the school community should be resolved through proper channels. Pushing, shoving, wrestling, etc. will be considered as fighting regardless of the intent. If you are involved in a fight, you should be prepared to receive the following:

First Incident	At least three (3) days Out of School Suspension
Second Incident	At least five (5) days Out of School Suspension
Third & Subsequent Incidents	At least ten (10) days Out of School Suspension

Furthermore, the incident may be reported to the Spencer Police Department and charges of assault/battery may be charged against you.

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 relative events, including athletic games may be subject to expulsion from the school or school district by the Principal.

Q. Intimidation/Harassment

All members of the DPHS community-faculty, staff, and students – are expected to treat each other with dignity and respect and are entitled to freedom from any kind of personal harassment. No form of harassment will be tolerated with relation to race, color, gender identity, sexual orientation, ethnicity, nationality, language, religion, physical appearance, or mental capacity.

Harassment is defined as unwelcome and/or harmful behavior directed towards another person. The behavior is annoying, bothersome, or physically and/or emotionally injurious.

Forms of harassment include verbal and/or written remarks, symbols, caricatures, physical contact, gestures, innuendoes, etc. The important point is that a target of harassment feels uncomfortable, intimidated or physically or emotionally hurt as a result of someone else's behavior, regardless of the intent.

The penalties associated with harassment may include an evaluation of the harasser, suspension or expulsion and possible police/court involvement. The severity of the disciplinary action will be based upon the circumstances surrounding the harassment.

Retaliation against a student because a student has filed a harassment complaint or assisted and/or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension. For more information, see Grievance Procedure and Title IX Policy.

R. Obscene and Libelous Materials

The right of students to freedom of expression in the public schools of the commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols (b) to write, publish, and disseminate their views, (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school principal or his designee.

No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students.

S. Early arrivals

Students arriving to school before homeroom are to report to the cafeteria. Students will enter the cafeteria only by the student door. Students may also remain on the sidewalk in front of the school in good weather. Students may schedule time before school with teachers but need to report to office and receive permission before entering main building. Students in unauthorized areas may receive the following consequences.

First Incident	Detention
Second Incident	PM Suspension
Third & Subsequent Incidents	Two PM Suspensions

T. Leaving school grounds

Under no circumstances are students to leave school grounds once they have arrived for the day. Students who leave school grounds after arrival are subject to search and additional consequences.

First Incident	PM Suspension
Second Incident	Two PM Suspensions
Third & Subsequent Incidents	Out of School Suspension

U. Inappropriate Language, Gestures or Clothing

Vulgar, lewd or obscene language, gesture or clothing has no place in an educational atmosphere. Students will face disciplinary action if their language, gesture or clothing causes disruption to the educational process.

V. Perfumes, Colognes, and Other Aerosols

Perfumes, colognes, and other aerosols may not be used during the school day. Items will be confiscated when found. Spraying items in the school will result in additional consequences.

BUS CONDUCT

Waiting for the bus

All students must be waiting at designated bus stops. Students are to be on time for the bus, but should not arrive at the stop earlier than 10 minutes before the time which the bus usually arrives. Observe all safety precautions while waiting for the bus.

Riding the bus

- 1) There will be no eating and/or drinking on the bus.
- 2) Do not throw anything on or at the bus.
- 3) Arms and heads must be inside the bus at all times. Extending arms and heads out of the bus is very dangerous.
- 4) Once you are seated, do not change seats. This includes changing seats when the bus has stopped to pick up or discharge students.

Ticket System

If a student violates the rules on the bus a YELLOW TICKET will be issued by the bus driver. This ticket must be signed by the parent and returned to the driver when the student gets on the bus the following day. The driver will submit all tickets to the Principal.

If a student violates the rules after receiving (1) YELLOW TICKET, the driver will report the incident in writing to the Principal and a PINK TICKET may be issued by the Principal. A PINK TICKET will result in a three day SUSPENSION from the bus.

Receipt of a SECOND PINK TICKET will result in a five (5) day SUSPENSION from the bus.

Receipt of a THIRD PINK TICKET may result in a meeting of the Principal, the Superintendent, the student, his/her parent/guardian and the bus driver. If charges against the student are found to be true, a suspension for a set number of days or weeks will be decided by the Superintendent. In such a case, it is the responsibility of the parent to provide transportation or the student must walk to school.

Spencer-East Brookfield Regional School District will distribute a copy of the bus rules to each student.

DRIVING AND PARKING ON CAMPUS ***STUDENT PARKING REGULATIONS***

Student driver agrees to follow all rules pertaining to their driver's license and road safety rules and regulations. Cars parked at David Prouty without proper registration are subject to towing

at the expense of the owner. Failure to follow the above rules will lead to revoking of the parking permit

1. The cost of the parking permit is \$50 and is due by August 22, 2023. Students will be given an assigned parking spot. Students will be given a choice to paint their spot to personalize it. The cost of a permit for this is \$100. Students may attempt to register cars after August 22, 2023 in the case that spots are still available.
2. Parking permit must be displayed on the rearview mirror. A replacement permit has a fee of \$10.
3. Park in the assigned spot reserved for your vehicle.
4. Drive safely and use caution with other vehicles and people in the parking lot. There is a 10 MPH speed limit.
5. If you are tardy to school more than 3 times in a quarter, without a documented reason outlined in the Student Handbook, your parking permit will be revoked and the spot will be assigned to another student. There is no refund for the parking permit fee.
6. Accessing your vehicle during the day without permission may result in losing the parking permit.
7. Student drivers must yield for buses. This may include having to leave after buses at dismissal.
8. Students' cars on school property are subject to search by school personnel with administrative authorization and for reasonable suspicion of contraband in the vehicle.
9. No lingering in the parking lot before or after school.

Violations of other school rules may also result in the loss of the parking permit

VISITOR POLICY

Visitation of students from other schools, relatives, or friends staying with a Prouty student is discouraged and in most cases will not be permitted. However, if a visitation is deemed appropriate, the visitor will receive a VISITOR'S PASS for the one day.

1. Arrangements/Requests for a visitation privilege must be made PRIOR to the student coming to the school.
2. All visitors must report directly and immediately to the main office and sign in upon entering the school.
3. Visitors are not allowed the privilege of being in and around the building without a pass. Staff and students should report suspicious behavior to the administration.
4. Visitors should not interrupt classes to talk with teachers or students.
5. David Prouty students who have visitors will be held responsible for the behavior and conduct of their visitors.
6. Arrangements for visitors with educationally sound reasons for being in the school should be made in the Guidance Office or by the Assistant Principal.

DANCES AND OTHER SOCIAL FUNCTIONS

1. Dances and other social functions are to be held no later than 11:00 p.m. Doors will close one hour after the start of the function. Students will not be allowed to participate in that particular event without prior arrangements from the Administration. All school functions are to be held in the local school building with the exception of the Junior Prom and Senior Dinner Dance. (Friday is the traditional night for class socials.)

2. Every day of the week is open to the social functions. The advisors are responsible for seeing that all social functions are properly chaperoned. The two class advisors must attend every class social.
3. Students who are absent or on suspension will not be allowed to attend any school function during their absence or period of suspension.
4. All school rules apply to school-sponsored events off campus.
5. Infractions of the rules by the guest will be handled by any school administrators present at the dance or other social function. If no administrator is available, the Spencer Police Department will then be contacted unless said dance or other social function is held in a different town, in which case that community's police department will be contacted.
6. At the conclusion of the dance or other school function, all rides must be on time, or attendance to future events may be in jeopardy.
7. Students may be required to submit to a breathalyzer when entering or during a school dance or other school function if alcohol use is suspected. Refusing to take a breathalyzer will result in them not being admitted to the event. A positive reading from a breathalyzer test will result in the notification of the parent/guardian, removal from the event, possible police involvement, and possible disciplinary action from the Assistant Principal or Principal.
8. Students are expected to stay at dances and other school functions for their duration.

Inviting Guests to Dances and Other School Functions

Students may invite one guest to any social, but must assume responsibility for the guest and for any infraction of the Code of Conduct committed by the guest. The following rules must be followed when inviting a guest.

1. Guests must be in grade 9 or higher but be under the age of 22. No middle schoolers allowed. A guest form must be submitted to the main office one week prior to the school dance and two weeks prior for the formal dances like proms and semi-formals. Guest forms are in the main office. If a guest does not currently attend high school he/she must meet with either the assistant principal or principal before attending a dance.
2. David Prouty High School students must purchase guest tickets in advance, from the group sponsoring the dance, and list the name, address and school attended by the guest on back of the ticket.
3. Guests must come to the dance with some form of identification that shows the guest's name and address.
4. David Prouty High School students and guests must come to the dance together. The procedures listed above must be followed before a guest is permitted to attend any school dance.
5. David Prouty High School students and guests must remain together throughout the dance.
6. David Prouty High School students will be responsible for their guests and for any infraction of the Code of Conduct committed by the guest. If the guest is asked to leave the dance, it may lead to the David Prouty High School student losing the right to attend future David Prouty High School dances.

ALCOHOL, DRUGS, AND VAPING

Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in 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 is charged with a violation of this provision will be notified in writing of an

opportunity for a hearing. The procedures for such a hearing are set forth elsewhere in this handbook, under the section titled “Due Process.”

Because school staff is often unable to determine the contents of vaping liquids, all vape materials and paraphernalia will be treated as drug materials, and consequences for possession of such paraphernalia can range up to and include the consequences for drug use.

Students who violate this rule will be subject to loss of all after school privileges in addition to any other discipline decided upon by the administration.

NON-SMOKING/VAPING POLICY

Spencer-East Brookfield School Department policy prohibits the student use and/or possession of tobacco products in the building, on school grounds, on school affiliated trips, and at school affiliated activities.

Policy for a Smoke-Free Environment

According to state law, the use of any substance or item which contains tobacco, including, but not limited to cigarettes, cigars, pipes, electronic cigarettes or other smoking tobacco or the use of snuff or smokeless tobacco in school buildings at any time of the day or night by all people while utilizing David Prouty school buildings is prohibited.

If students are found to be in possession of tobacco and/or nicotine products or tobacco/nicotine-related paraphernalia, including pipes, lighters, papers, vaporizers, E-cigarettes, oils, and cigarette holders on school property, a school sponsored event, or at a school bus stop, the faculty and/or administration shall confiscate the tobacco/nicotine-related items and may return such items only to the parent/guardian of the student. The administration may also choose not to give these items back.

Anyone acting as a “lookout” for smokers/vapers will be subject to the same penalties as the students who are directly using.

Students in a bathroom when smoking/vaping is taking place will be subject to the same penalties as the students directly caught. Students are advised to leave those bathrooms immediately when smoking/vaping are being used and report to the front office.

Students caught vaping and smoking may be required to complete educational assignments to be completed after school or during an in-school suspension. Vaping products that violate drug policies may result in more significant consequences.

DAILY ELIGIBILITY FOR STUDENT ACTIVITIES

All students participating in an organized, school-sponsored and supervised activity are required to maintain academic eligibility. Students must be in school by the start of the second block to be eligible for any and all co- curricular school activities. (Athletics, band, chorus, cheerleading, etc.).

Students that have disciplinary procedures of any kind preclude participation in student activities while a student is in the process of fulfilling a disciplinary obligation. Thus, on a day when a student is in detention, participation would be denied until detention is served. If a student were on disciplinary suspension, including P.M. suspension, participation in a student activity would be denied during the term of the suspension and for any further period defined by our student handbook.

SUSPENSIONS

Suspensions may be issued by the principal or assistant principal. A student can be suspended “for a period of time determined appropriate by said principal...” if the student’s continued presence at school would have a substantial detrimental effect on the general welfare of the school. Suspension may result from a referral from a classroom teacher. Every effort will be made to telephone and inform the parent of the suspension and each student will be provided with a hearing in accordance with the law. Written communication will be mailed to the parent.

There are two types of suspension:

1. Out of School
2. In School Suspension

Any student who has been suspended will be allowed to make up work missed (quiz, test, etc.) during the period of suspension. It is the student’s responsibility to make up all work within one week after reinstatement.

DETENTIONS

OFFICE DETENTIONS - PM SUSPENSIONS

Students who have violated school rules may be assigned a detention or PM suspensions. Students are to silently complete academic work during this time.

1. Office Detention

Students are to report at 2:15 p.m. for a 40 minute detention or 6:50 a.m. for a 40 minute detention.

Detentions are served on Tuesday’s and Thursday’s.

2. PM Session

Students are to report at 2:15 p.m. for a 2 hour after school PM Session. PM Sessions are served on Tuesdays and Thursdays from 2:15 p.m. to 4:00 p.m.

Failure to report to office detention/PM Session may result in additional detentions/PM suspensions and/or loss of other school privileges.

DETENTION/PM/SUSPENSION RULES

Students will be REQUIRED to serve detentions/PM sessions/suspensions on the next detention and/or suspension day and on the next and all subsequent days.

1. Detentions take precedence over any activity, athletic or otherwise. In case of family emergency, the teacher in question or the assistant principal may postpone detentions.
2. Students with transportation problems will be allowed a day to make necessary arrangements.
3. A student who serves a personal detention will be given a pass to the regular detention hall (if both should occur on the same day).
4. A teacher will contact parents/guardians.

PERSONAL DETENTION

For violation of school regulations or special classroom regulations which have been established by the individual teacher, a student may be requested to report to the teacher involved after school. It is imperative that he/she report for personal detention. Failure to do so will result in further disciplinary action.

DETENTIONS ASSIGNED BY TEACHER

A teacher may assign a detention for tardiness or inappropriate behavior in the classroom. The detention may be either Personal or Office. Failure to serve the Personal detention will result in an office detention.

SEARCH AND SEIZURE

Search and seizures of students, students' belongings, and/or students' vehicles will be conducted only when such search and/or seizure is deemed necessary by the school administrator. A school administrator may perform a search, including using a metal detecting device, when he or she has a reasonable suspicion that a student possesses or is storing harmful, stolen, or illegal items or substances (contraband) while attending school or a school-related function, and to preserve order and safety in the school. The student will be given the opportunity to be present when the search of personal possessions is conducted, so long as a student is in attendance and the student's presence would not endanger the safety of the student or others.

School lockers are school property assigned to students for use during the school year. Lockers are subject to searches by the school's administration and staff. On occasion, the police department and school administration will collaborate to have trained dogs check hallways, classrooms, lockers, and parking lots for contraband.

DUE PROCESS RIGHTS

All students have the constitutional rights (pursuant to Goss v. Lopez) to receive due process procedures including notice and the right to a hearing where required in matters of suspension, transfer and expulsion.

DUE PROCESS RIGHTS FOR SHORT-TERM SUSPENSION

Due process for a student who is a subject to suspension for ten days or less includes:

1. Oral and written notice of the charges against him/her in English and the primary language of the home if other than English;
2. An explanation of the basis of the accusation;
3. The opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator).

The notice will include:

1. The disciplinary offense and basis for the charge;
2. Potential consequences, including the length of suspension;
3. The opportunity for a hearing with the principal or designee and the parent, including the opportunity to dispute the charge;
4. The date, time and location of the hearing;
5. The right to an interpreter during the hearing;
6. If the student may be placed on long-term suspension following the hearing, then:
 - a. The rights set forth under long-term suspensions (more than 10 school days); and
 - b. The right to appeal the principal's decision of the hearing to the superintendent.

These due process procedures do not require that hearings in connection with suspensions be trial-like in nature. Notice of the suspension and hearing will occur before a student is to leave school, except when a student presents an immediate threat to school officials, other students, him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but will be held within a reasonable period of time. A student is entitled to a hearing with the principal where the principal shall 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.

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 such as alternative forms of suspension (e.g. in-school suspension). The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student

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. The determination shall be in writing and may be in the form of an update to the original written notice.

OUT OF SCHOOL SUSPENSIONS/EXPULSION

A student will be subject to suspension/expulsion by the high school principal for the misconduct described in M.G.L. c.71, Sections 37H and 37H1/2, which includes:

- Any student 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...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.

Conduct violations of those sections will be treated in accordance with the procedures described by law in those sections, notwithstanding the information set forth within the student handbook. In addition, a student may be suspended for an egregious rules violation pursuant to the provisions of M.G.L. c. 76, Section 17 and the procedures set forth in the student handbook.

Under Ch. 71 37 H ³/₄- Any student who is serving any type of suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students will have reasonable time to make up their work. Except as provided in 603 CMR 53.07, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent/guardian oral and written notice, and providing the student an opportunity to be heard and the parent an opportunity to participate in such hearing. A principal is considered to have made good faith attempts to contact parents/guardians if a written notice was given and at least two documented attempts to contact the parent/guardian were made.

DUE PROCESS RIGHTS FOR LONG-TERM SUSPENSION

Due process for a student who is a subject to suspension for more than ten days includes the same procedures outlined above for short-term suspension in addition to the following procedures:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording 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;
6. 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;
7. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal 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.
8. If the principal decides to suspend the student, the written determination shall:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached by the principal;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;
 - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 - e. 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 stated in plain language:
 - i. 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,
 - ii. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

Students placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. To do so, the student or parent shall file a notice of appeal with

the superintendent within five calendar days of the effective date of the suspension, but may receive an extension for up to seven additional calendar days if they make the request within the five calendar days following the suspension.

The superintendent will then hold the hearing within three school days of the request.

The superintendent will 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 is entitled to all the rights afforded the student at the principal's hearing for long-term suspension (see above).

The superintendent shall issue a written decision within five calendar days of the hearing. 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.

Emergency Removal under Section 37H ³/₄- Nothing in the regulations 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 disrupts the order of the school. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in [603 CMR 53.06\(2\)](#);
2. Provide written notice to the student and parent as provided for short-term and long-term suspensions;
3. Provide the student an opportunity for a hearing with the principal that complies with the procedures set forth for short-term or long-term suspensions, 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;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements set forth for short-term or long-term suspensions 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.

SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG-TERM SUSPENSION

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

(2) 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.

(3) Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. 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.(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment

Reporting.

(a) 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.

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

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days;

Responsibilities of the Team; Responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including

the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."

3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
- b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

- a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.
- Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- a. The parent had expressed concern in writing; or
- b. The parent had requested an evaluation; or
- c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

WEAPONS, DRUGS AND ASSAULTS ON STAFF (EDUCATION REFORM ACT OF 1993)

The standards of discipline for offenses dealing with weapons, drugs and assaults on members of school staff are found at Section 37H of Chapter 71 of the Massachusetts General Laws. That section provides, in relevant part, as follows:

1. (a) 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.
2. (b) 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.
3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled students shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under [section 21 of chapter 76](#). If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under [section 21 of chapter 76](#).
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

FELONY COMPLAINT OR CONVICTION OF STUDENT

Section 37H1/2 sets forth a procedure for students charged with felony offenses. This section provides as follows:

1. 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. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate education program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. 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. The student shall receive written notification of the charges and reasons for such expulsion prior to taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
3. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student.

The superintendent shall render a decision on the appeal within five calendar days of the hearing.
Such 3 9
decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

4. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under [section 21 of chapter 76](#). If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under [section 21 of chapter 76](#).

OTHER CAUSES OF EXPULSION

In addition to the provisions of M.G.L. c.71, Sections 37H and 37H ¹/₂, the administration reserves the right to request that the School Committee consider a student for expulsion for appropriate reasons, pursuant to M.G.L. c. 76, Section 17. Such reasons include but are not limited to 1) a particularly egregious violation of the high school's rules; or (2) a chronic pattern of violations of the discipline code.

When the administration has determined that a student should be expelled from high school for misconduct (other than the types of misconduct described in M.G.L. c.71, Sections 37H and 37H¹/₂), the administration will ask the school committee to convene a hearing to consider the student's expulsion. The student will ordinarily be suspended for the period leading up to the expulsion hearing. Prior to the hearing, the student and his/her parents shall be provided with written notice of the charges against him/her. The student will be provided adequate time to prepare for the hearing and the student will have the right to be represented at the hearing by a lawyer or advocate (at the student's expense).

IN-SCHOOL SUSPENSION

In-school suspensions may be used as an alternative to short-term suspensions.

The principal shall make reasonable efforts to orally notify the parent on the same day as the in-school suspension decision as soon as possible of the disciplinary offense, the reasons for concluding the student committed the offense, and the length of the in-school suspension. The principal shall offer the parent an opportunity to meet to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. If possible, such a meeting shall be scheduled on the day of the suspension, or otherwise as soon as possible thereafter. If the principal, after two documented attempts to reach the parent, is unable to reach the parents, such attempts will be considered reasonable efforts for purposes of orally notifying the parents.

The principal shall provide written notification to the student and the parent about the in-school suspension, the reason and length of the suspension, and offer the parent an opportunity to meet to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.

Written notice may be made by hand delivery, first-class mail, certified mail, email, or other delivery method agreed upon by the principal/designee and the parent.

ATHLETIC AND STUDENT ACTIVITIES

PHILOSOPHY

The David Prouty High School Activities Program is concerned with the total development of the student in coordination with the academic program. It has a role in aiding the physical, emotional and mental development of the student.

As a member of an activity, a student is expected to demonstrate the proper respect for all advisors, officials, opponents, spectators and equipment. The student must be aware of his/her obligation to maintain a satisfactory scholastic average throughout the year. He/she must exhibit the highest level of conduct at all times being a representative of the activity, school and community.

Although the student is governed by the rules and regulations that affect the entire student body, it is assumed that those students who are involved in an activity will readily undertake certain obligations of selfdiscipline and group discipline that transcend those of the ordinary student. The student must weigh the merits and benefits of being in this voluntary program in relation to the added responsibilities.

All student-athletes, cheerleaders, and marching band members must adhere to Chapter 111 of the Massachusetts General Laws and MIAA Rules 56.2 and 56.4.

ATHLETIC HANDBOOK

The David Prouty High School Interscholastic Program is administered on the basis of rules and regulations established by the Massachusetts Interscholastic Athletic Association. Rules and policies specific to athletics are found in the David Prouty Athletic Handbook.

PRACTICE SESSIONS

1. Practice of all fall sports/band will begin prior to the opening of school per MIAA regulations.
2. Winter practices will begin the Monday after Thanksgiving.
3. Spring practices will begin the third Monday in March.
4. Practice sessions will not be held on days when school is canceled due to inclement weather unless approved by the director of athletics and/or the principal.
5. It is the student's responsibility to notify the coach/advisor in advance if missing a practice session, game or performance.
6. **A detention takes precedence over any practice or game.**

USE OF FACILITIES

1. Each student will be responsible for keeping the facilities clean and in proper order.
2. No horseplay will be tolerated in the facilities (shower room, storage area, locker area, etc.).
3. Students should make sure that all valuables are properly locked in the coaches'/advisors' office.

EQUIPMENT AND UNIFORMS

1. Each student is responsible for equipment issued to them.

2. Each student will be financially accountable for all equipment and uniforms not returned in at the end of the season. The student will be charged the current replacement cost for any lost or damaged equipment.
3. Game uniforms are not to be worn for practice unless approved by the coach. They should not be worn on weekends or any other time except for the game/performance.
4. All financial responsibilities to any school activity must be satisfied before a student will be allowed to participate in any other activity.

INJURIES

If a student is injured, it must be reported immediately to the coach/advisor and the school nurse. Undetected injuries must be reported as soon as they are realized.

AWAY ACTIVITIES AND FUNCTIONS

1. All students will ride to and from an away game or practice on the bus or transportation provided by the school. Students may not return with a parent unless written approval is obtained from the principal in advance or otherwise explicitly authorized. The parent must identify themselves to the coach prior to leaving with the student.
2. Bus regulations/rules apply to all students.
3. The attire of the student should be in good taste.
4. Any additional conduct rules imposed by the coach/advisor in charge will be followed.

CAPTAINS/DRUM MAJOR

The selection of captains/drum major shall be by one of the following:

1. A captain or captains may be elected by the team at the start of the activity.
2. A captain or captains may be chosen by the coach/advisor before or at the start of the activity.
3. A captain or captains may be elected or appointed on a game/activity basis.

APPEAL PROCEDURE/POLICY

Any student having a problem that cannot be solved with the coach/advisor of the sport/activity may request a meeting with the director of athletics/principal to seek clarification or a solution to the problem. This procedure should be followed with all athletic/activities problems.

ELIGIBILITY FOR FALL SCHOOL ACTIVITIES

Only pupils in good standing are eligible to participate in athletics, receive parking permit privileges or take part in school sponsored activities. Initial academic eligibility for the first marking period is based upon satisfactorily passing the necessary subjects, which is eight units during the previous year.

Students' academic eligibility during the second marking period is based upon academic success, passing four units of work, during the first marking period. Academic eligibility during the four marking period is determined on the basis of academic success, passing four units of work, during the second marking period, and not based upon the first semester grade. Academic eligibility for the fourth marking period is based on passing four units of work during the third marking period. Once a senior student has been determined academically ineligible following the third quarter, that student will be ineligible to participate until the next report card shows passing four units.

MIAA

MIAA rules apply to sports and activities. (Please see MIAA Handbook.)

STUDENT COUNCIL

The student council is the most important student organization in the entire school. It is the only student organization which represents all students and can speak for them. Therefore, it is of the utmost importance that the student council be a credit to both the school and the community; and that everyone understands the aims and purposes of this organization.

The five main responsibilities of the student council are:

1. It should understand its powers and limitations.
2. It should work within the framework and philosophy of the school.
3. It should believe strongly in representation and in the value of student opinion.
4. It should understand that everyone benefits from a smooth organization.
5. It should recognize that final responsibility inevitably falls upon the principal.

STUDENT REGIONAL ADVISORY COUNCIL

In March of 1972, a Student Regional Advisory board was established for this area. All high schools in the district elect two representatives who will sit on the board for a one year term. The council meets at the State Education Center in West Boylston and its purpose is to formulate better educational systems, solve problems relating to education, and set up educational goals.

STUDENT SCHOOL COMMITTEE REPRESENTATIVES

In September of 1972, a student advisory board to the local school committee was established. It consists of two members who are elected by the student body to represent their views to the school committee when it meets.

STUDENT SCHOOL COUNCIL REPRESENTATIVES

In June, 1993, a school council was formed as a result of the Massachusetts Educational Reform Act of 1993. It consists of the principal, teachers, parents, community members and students. The students will be selected by the principal. They will serve as representatives of the students at the high school.

COMMUNITY SERVICE

Community Service Guidelines

1. A student must complete 40 hours of community service as a graduation requirement.
2. The list of approved organizations, contact people, and activities will be available at a central location. We hope to have this on the school's web site and have a current hard copy available in the main office. Each teacher is encouraged to place the tracking form on their document manager. Students who wish to do something not on the currently approved list, must get pre-approval from the principal or his designee. A contract then must be signed by the student, the sponsoring group/organization and David Prouty High School.
3. Community service must be supervised by a person other than a relative.
4. Students are responsible for their own transportation to and from service locations.
5. Arrive at the service site on time. If for some reason the student can't be there at the agreed upon time, they must contact the organization liaison well in advance.

6. Students who are involved in such things as student council, National Honor Society, Eagle Scouts, or religious activities can count those activities towards this requirement given that their tracking forms are filled out at the time the activity is completed. Any community service hours accrued during school hours will count as half time. An example of such an activity is the annual Blood Drive run by student council. If a student submits 3 hours of actual time during school, this will count as 1.5 hours towards the graduation requirement.
7. Court mandated community service cannot be counted towards this requirement.
8. Step by step process for students:
 - a. Decide on an activity you would like to do.
 - b. Complete the proposal portion of the tracking form.
 - c. Bring the form to the student's advisory teacher who will check the list of approved organizations and sign off on that portion of the form, which will include a thorough description of their project or activity.
 - d. If the site/organization/activity/ is not on the current list, the student must seek approval from the principal or his designee.
 - e. When the student's task is completed, he/she will politely ask the site liaison to sign off on the tracking form while also leaving an email or contact number on the form.
 - f. The student will bring the completed form to the student's advisory teacher who will sign off on the bottom portion of the tracking form and it will be placed in the student's advisory folder.
9. For each 10-hour increment of service, the student will receive .5 credit. 2 total credits are required for graduation.
10. A student should complete 20 hours of service by the end of sophomore year and must complete 40 hours by the end of senior year.
11. Transfer students will have their requirement pro-rated beginning with their first full semester enrolled at David Prouty High School.
12. School sponsored internships cannot be used towards this service requirement.

Parent, Teacher, Guidance and Administrative Responsibilities within community service requirement

1. It is the responsibility of the Director of Guidance or his/her designee to monitor student progress towards this graduation requirement. In the event that the Director of Guidance position is not filled, the responsibility will pass to a committee consisting of teachers, administrators and guidance counselors.
2. It is the responsibility of the Director of Guidance or his/her designee (or the committee) to assure that each student has fulfilled this requirement prior to graduation.
3. It is the program coordinator's (or committee's) responsibility to forge contracts with sponsoring organizations/individuals.
4. It is the program coordinator's or committee's responsibility to communicate with sponsoring organizations/individuals to assure that our mission is adhered to and to work out any issues/concerns regarding our students or this program.
5. It is the advisory room teacher's responsibility to keep records of each student's service time in their Advisory Folders.
6. It is the advisory room teacher's responsibility to pre-approve community service activities in one of two ways: 1) Match up the sponsoring activity proposed by the student with the list of pre-approved organizations provided on the guidance department web site; or 2) If the proposed organization is not on the list, the advisory room teacher must provide a contract for the student to bring to the organization BEFORE the activity is approved.

7. It is the responsibility of the parent(s) or guardian(s) of each student to pre-approve any community service activity their student(s) propose to take part in.

GUIDANCE

Guidance services are available to all students in the school. Each student is assigned a counselor and the three counselors regularly call in students from all classes to assist in course selection, vocational choice, higher education plans, and other problems they may be faced with. The guidance library makes available many college catalogs, several types of occupational information as well as scholarship announcements. Students are strongly encouraged to take full advantage of the help which is always available to them.

The Guidance Office must be aware of any college visits in order for a student to be given an “excused absence” for that day. Permission slips must be returned to Guidance no later than one day before the scheduled visit is to take place. Students visiting a college in the immediate Worcester area are asked to make such appointments after 12 noon unless there is a specific program being held at the college. A maximum of five students will be allowed to visit the same college on the same day. A note from the Admissions Office of the college will be required as verification that the visit took place.

NATIONAL HONOR SOCIETY

Selection to the National Honor Society is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council in each school. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance.

The Faculty Council of the chapter selects students who demonstrate outstanding performance in all four criteria of scholarship, leadership, service and character. While the academic criterion is important and should be considered first, membership should never be considered on the basis of grades alone. Juniors and Seniors must have a cumulative unweighted average of at least 88 in order to be considered for admission into the National Honor Society.

LEADERSHIP

A student demonstrates leadership not only in the offices that he/she may hold but also through the effective participation in other co-curricular activities in school. Some of the qualities of a student who demonstrates leadership are:

- Exercises positive influence on peers in upholding school ideals *Is able to delegate responsibilities
- Exemplifies positive attitudes *Inspires positive behavior in others *Demonstrates academic initiative
- Demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community activities
- *Is willing to uphold scholarship and maintain a loyal school attitude

CHARACTER

National Honor Society is a member of the Character Counts! Coalition. Through this activity, the society supports and recommends the use of a multi-faceted definition of character known as the “Six Pillars of Character”. A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship. Faculty members and/or club advisers’ evaluations and recommendations will be considered in evaluating a student’s character. All negative evaluations must be substantiated or they will be dismissed by the Faculty Council. A student’s discipline record will also be considered by the Council in making their determination of whether or not a student satisfies the character cornerstone.

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern, and respect for others
- Manifests truthfulness in acknowledging obedience to rules, avoids cheating in written work, and shows unwillingness to profit by the mistakes of others

SERVICE

Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service, the contributions this candidate has made to school, classmates, and community, as well as the student’s attitude toward service will be reviewed.

The Faculty Council at David Prouty High School believes that service to our school should take precedence over community service. Thus, involvement in school activities is a major consideration. Active participation is defined as involvement in at least two activities for two years (one year must include junior year). Yearlong activities for at least two years (one year must include junior year) may be considered provided the student displays consistent committed participation. Club advisers will be consulted to determine the level of commitment and amount of participation in all activities. While QUALITY of service is of more value than the number of activities that a student is involved in, the CONSISTENCY which a student has been involved in school activities throughout his/her high school career will also be carefully reviewed. Band and Chorus taken as classes will not be considered as extracurricular activities. Activities that involve an extensive after-school commitment will be given greater consideration than those school activities whose involvement is limited to during the school day. Also, activities that almost totally involve personal pleasure such as travel clubs or skiing will not be given as much consideration as those that involve a lengthy after school commitment.

Candidates must also complete a minimum of ten hours of community service, which can be completed at any time prior to the student’s consideration for National Honor Society induction. This service must be verified by an adult supervisor. Generally speaking, service activities are those which are done for or on behalf of others (not including immediate family members) for which no compensation (monetary or other) has been given. Such activities cannot include mandatory religious education classes or service projects completed as part of another organization that you have already

received credit for (ex. serving at the community-based activities sponsored by the Student Council, etc).

SENIOR HONOR SOCIETY

Senior Honor Society Awards serve as a reward for good school work and participation in extracurricular activities. The school system has been set up to encourage students to broaden their activities from the everyday routine to make themselves well rounded individuals. To win this award, a student must compile a total of 150 points. A minimum of 35 points must be acquired from scholarship and 35 for extracurricular activities, the difference to be earned in either division. The recognition is given to deserving seniors each year at Class Day exercises.

DPHS PERMANENT SCHOLARSHIP FUND

A Permanent Scholarship Fund has been organized in the towns of Spencer and East Brookfield. This fund is administered by a general committee composed of a group of interested citizens. The selection of recipients is made by a committee made up of faculty members, administration and members of the general scholarship committee.

Any organization that wishes to contribute a scholarship in its name to the Permanent Scholarship Fund is entitled to a seat on the general committee. Scholarships will be awarded at the graduation exercises.

WHITE SWEATER AWARD

Recognition will be given to members of the senior class who have maintained an un-weighted average of **93** or better for the first three years of high school.

SPECIAL EDUCATION SERVICES

Special Education services are provided in the following areas:

Behavior and Emotional Needs – Classes for students with adjustment problems aid students with re-integration into the regular classroom;

Specific Learning Needs – Learning Disability Programs assist students needing help in learning skills through tutorial services, individualized learning help and resource rooms;

Generic Needs – Programs and classes for special needs children with limited intellectual ability allow students to progress at their own rate. Students focus on basic educational skills and needs while taking part in regular activities for their grade, whenever possible;

Vision Needs – Itinerant teachers provide the partially sighted or blind child with special aids and instruction that the child needs to adapt to the visual limitations and increase participation in regular classrooms;

Auditory Needs – Teachers help students with hearing loss to acquire needed communication and language skills so that they can function in the regular classroom whenever possible.

Speech & Language Needs – Speech services are available to those with various impediments and difficulties in speech. Itinerant teachers plan individual programs using a multi-sensory approach.

Mobility & Orientation Needs – Physical and Occupational therapy programs are for those physically handicapped who need services in specific functional areas such as the development and use of limbs and muscles for schoolwork now and actual work in the future;

Inclusion Services – Services for those children in the school who need extra help in various subjects in the classroom/least restrictive environment during the school day;

Resource Room – Services for those children in the school who require extensive help in various subjects during the school day are unable to be successful in the classroom setting;

Pre-school Programs for the Multiple Impaired – Prepare the child for the school experience by emphasizing readiness skills in specific areas of learning and physical needs;

Alternative Programs – Redefine the school experience, combining academic work with prevocational training for students with different educational needs;

Adjustment Counseling – Students experiencing behavioral, social, or other adjustment problems may receive counseling from a certified adjustment counselor.

PROCEDURAL REQUIREMENTS FOR STUDENTS NOT YET DETERMINED ELIGIBLE FOR SPECIAL EDUCATION

603 CMR 28.00 Special Education Regulations-Massachusetts State Law for Special Education Services.

The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

The pre-referral process is as follows for student not yet determined eligible for special education:

1. Change the amount or type of work the child is required to do;
2. Referral to Title I services;
3. Change ability levels;
4. Change reading levels;
5. Change teachers and/or classes;
6. Provide tutorial help after school;
7. Work on a behavior modification program;
8. Provide counseling services through the guidance department;
9. Parent conferences;
10. Progress reports to parents.

Initial questions regarding the pre-referral process should be directed to the building principal. Parents may submit a formal request in writing to have the child tested for special education services at any time. A letter outlining the specific area of concern for the child may be submitted to: David Gates, Director of Pupil Services, Spencer-East Brookfield Regional School District, 302 Main Street, Spencer, MA 01562.

504 - DISCIPLINE

Students identified as eligible for protection under Section 504 may not be removed from their educational placement for more than ten school days unless it is determined that the behavior which resulted in the disciplinary infraction was not linked to the student's disability, or inappropriate placement. This is called a "manifestation determination." The prohibition against removals of more than ten school days also applies to

shorter removals which cumulatively total ten (10) school days within a school year and reflect a pattern of exclusion.

An exception to the prohibition against removing students whose behavior is linked to their disability commits an infraction involving illegal drugs, without whether the drug use is linked to the student's disability or an inappropriate placement; as well as possession of a weapon on school grounds or at school-related functions and infliction of serious bodily injury on another on school grounds or at school-related functions. In such cases, school personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability.

A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA provided that the District had a basis of knowledge that the child is a child with a suspected disability before the behavior that precipitated the disciplinary action occurred. The District is deemed to have knowledge if the child's parent expressed concern in writing to administrative or supervisory personnel of the school or District that the child is in the need of special education and related services; the parent of the child had requested a special education evaluation; or the child's teacher or other school or District personnel expressed specific concerns to the Director of Special Education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or District is not deemed to have knowledge of a disability if the parent has not allowed an evaluation or has refused special education and related services, or the child has been evaluated and determined not to be a child with a disability.

Current Federal Special Education Regulations (34 CFR 300.519-529) require the following discipline policies and procedures for special needs' students:

- School personnel may suspend an eligible special needs student for up to 10 consecutive school days and for additional removals of up to 10 consecutive school days in that same school year for separate incidents of misconduct.
- After a student with special needs has been suspended for 10 school days in any school year, during any subsequent removal, the public school provides sufficient services for the student to continue to receive a free and appropriate education.
- The following is considered a change in placement:
 - A single suspension of longer than 10 consecutive school days;
 - A series of suspensions that constitute a pattern because either: (i) the series of removals total more than 10 school days in a given school year; (ii) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and (iii) of such additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Prior to a suspension that constitutes a change in placement, the Team convenes to:

- Develop or review a functional behavioral assessment of the student's behavior intervention plan or develop an assessment plan.
- To identify alternative educational setting(s) and
- To determine the relationship between the disability and behavior, "a manifestation determination."

If the team determines that the behavior IS a manifestation of the disability, then the District takes steps (with parent consent) to correct the IEP, the placement, or the behavior intervention plan.

Regardless of the manifestation determination, the District may place the student in an interim alternative educational setting (as determined by the Team):

- If the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function, or
- If the District provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement, and
- The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.

The District provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district otherwise agree.

HOME / HOSPITAL INSTRUCTION

Any student whose personal physician determines that the student’s medical condition will require either hospitalization or home care for not less than fourteen school days shall receive educational services in the home or hospital only if the student’s physician completes a Department of Education Form 28R/3 (or equivalent signed statement) and submits the completed form to the Director of Pupil Services. Copies of Form 28R/3 can be obtained from the school.

Notify the Director of Pupil Services immediately of the doctor’s written order.

Such services shall be provided with sufficient frequency to allow the student to continue his/her educational program, as long as such services do not interfere with the medical needs of the student.

Such education services shall not be considered special education unless the student has been determined eligible for special education services and the services include services on the student’s I.E.P.

If, in the opinion of the student’s physician, a student eligible for special education is likely to remain at home, in a hospital or in a pediatric nursing home for medical reasons for more than 60 school days in a school year, the Administrator of Special Education shall convene a TEAM meeting to consider evaluation needs and, if appropriate, to amend the existing I.E.P. or develop a new I.E.P. suited to the student’s unique circumstances.

DISTRICT POLICIES

HEALTH EDUCATION POLICY

Our school district’s comprehensive health education program has been developed by our professional staff in conjunction with the Massachusetts Health Framework. The overall goal of the program is to maintain efforts which begin in the primary grades to promote the health and wellbeing of our students, and to help our students make wise and informed decisions during their teenage years and beyond.

Sexuality education is part of all health curriculums, and will include topics such as puberty, dating, relationships and communication skills, pregnancy, prevention of sexual abuse, prevention of HIV/AIDS, and other sexually transmitted diseases. During the presentation of curriculum materials, students will be able to ask questions, which will be answered factually and in an ageappropriate

manner. Each student's privacy will be respected, and no one will be asked to reveal personal information. Material will be presented in a balanced, factual way that makes clear that people have strong religious and moral beliefs about issues and these beliefs will be respected. If you would like to review our curriculum and materials at the school, you are welcome to do so. Please call the school to arrange a convenient time.

Under Massachusetts law and School Committee policy, a parent or guardian may exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues.

To receive an exemption, you are asked to send a letter to your child's school requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about this, please feel free to contact the school.

Medical Emergency Response Plan

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus*
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

LEGAL REF: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

CONTACTING POLICE: SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT MEMORANDUM OF UNDERSTANDING

The Spencer-East Brookfield Regional School District, the Spencer Police Department and the East Brookfield Police Department agree to coordinate their efforts to prevent and control drug abuse including the use of alcohol, by students and to respond effectively to all incidents of criminal or delinquent behavior on school grounds, in school buildings, or at school sponsored events. This agreement sets out formal procedures for communication and cooperation between the parties. The agreement is based upon current school policy and practice and Chapter 119, Section 51A (mandatory report statute). We agree to the following procedures for handling of incidents involving the use of drugs or alcohol on school property or at school property or at school functions, including but not limited to, those incidents constituting criminal or delinquent behavior.

BEHAVIOR	SCHOOL RESPONSE	INTERACTION WITH POLICE
1. Student voluntarily confides a personal drug or alcohol problem.	Teacher will consult with the appropriate school personnel for assistance in deciding appropriate action or referral.	None.
2. School officials have reasonable cause to suspect that student is under influence of drugs or alcohol, but no contraband is found.	Principal or designee will notify parents and the student will be removed from class until parent conference is held.	The principal or designee will notify parents. There will be a subsequent meeting between parents, student, school officials and a local police officer.
3. Student is found to be or admits to being under the influence of drugs or alcohol but contraband is found.	In accordance with the Disciplinary Code, principal will make immediate notification to the police and the parent and hold a conference with the parent, the student, the local police, dept. and appropriate others before the student returns to school.	Formal written notification by the principal or designee to the police department. The school officer will decide if criminal or juvenile complaints are to be taken out or if a care and protection order is to be sought.
4. School official has reasonable cause to suspect a student is in possession of a drug or alcohol.	Principal or designee will notify the student's parents and inform them to the nature of the incident.	A conference will be held with the student, parents, police and school official to discuss the incident.

5. Student is found to be in possession of a drug or alcohol.	(Same as #3 above) Contraband is turned over to police department.	Formal, written notification by the school shall be made to the police department. The latter will make the appropriate criminal or juvenile complaints and report their actions and the results to school officials.
6. School is suspected of selling or distributing drugs and/or alcohol.	(Same as above)	(Same as 4 above)
7. Student found to be selling or distributing drugs or alcohol.	In addition to the parent and police notification the student will be recommended to the school administration for immediate suspension and later to the school committee for consideration of expulsion from the school system. The contraband is turned over to the police department.	Formal, written notification by the school to the police department. The police department will take out the appropriate criminal or juvenile complaints.

The Spencer Police Department, East Brookfield Police Department and the Spencer-East Brookfield Regional School District will identify specific persons as designated liaisons in order to implement the terms of this agreement. The school department will name one such person from each school building, and the police departments will designate one patrolman to serve in such a capacity. The people so designated should work to bring about a mutual trust and understanding between all departments.

By signing this memorandum, all departments agree to work together, and with the community as a whole, to bring about a drug free environment in the Spencer-East Brookfield Regional School District.

SEBRSD BULLYING PREVENTION AND INTERVENTION PLAN

Priority Statement: All students deserve the opportunity to work and learn in an environment of mutual respect. In order to create and maintain such an environment, students must treat each other with courtesy, consideration, and appreciation. The Spencer East Brookfield community is committed to adhering to the Spencer East Brookfield policy of providing a learning environment and work atmosphere for students, employees, and visitors that is free from harassment, bullying, retaliation, and intimidation. Therefore, harassment, bullying, retaliation, or intimidation in all forms is prohibited in all schools and will not be tolerated. The plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, interventions, and parent/guardian involvement.

- The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the school is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of this plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.
- We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived 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, or mental, physical developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

I. Leadership

School leaders have a primary role in teaching students to be civil to one another by promoting an understanding of – and respect for – diversity and difference. School leadership is a shared responsibility and all school leaders are responsible for setting priorities and for staying up to date with current research on ways to effectively prevent and respond to bullying.

A. Public Involvement: Massachusetts General Law Chapter 71 Section 370 requires each school's Bullying Prevention and Intervention Plan be developed in consultation with a variety of stakeholders including, but not limited to, teachers, administrators, school staff, parents, and students. The following individuals in Spencer-East Brookfield share this responsibility:

- Principal and Assistant Principal
- Guidance Counselor
- Student Support Team – Administration, Guidance Counselor, School Nurse, Adjustment Counselor(s), Special Education Staff, and School/District Psychologist
- School Council
- Parent Teacher Organization
- School Committee including Public notice and comment period before school committee adoption

B. Assessing needs and resources: The school leaders will assess the adequacy of the current programs; review current policies and procedures; review all available data on bullying and behavioral incidents, and continue to assess all resources including curricula, training programs, and behavioral health services.

- The Student Support Team and the School Council will assess the adequacy of current programs, review current policies and procedures, and review available data on bullying and behavioral incidents to reveal patterns of behavior and areas of concern. When patterns and areas of concern are prevalent, the School Improvement Plan will be revised to provide prevention and intervention strategies through age

appropriate curricula and in school counseling, group treatment, mediation and other school support services.

The Student Support team will collect and analyze data on the prevalence and characteristics of bullying. The Student Support team will also conduct annual staff, student, and parent surveys to assess school safety and climate. At least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department. Similar tools to the student survey may be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

- The Student Support team will review curricula, training programs, and behavioral health services available to the school. The team will keep a record of the bullying prevention and intervention curricula delivered within the building, and coordinate professional development for the entire staff.
- Where necessary and appropriate, the Student Support Team will partner with parents and outside agencies including You Inc., Community Health Link, the District Attorney's office, the Department of Children and Families, the Massachusetts Aggression Reduction Center, and other social service agencies to meet the needs of the building.

C. Planning and Oversight: The following stakeholders will be responsible for the following tasks within the plan:

- Administration and Guidance shall be responsible for handling all complaints of bullying. All bullying incidents must be reported to the Principal, Assistant Principal or Guidance Counselor.
- When a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.
- Administration and Guidance will record and track all incident reports and have access to all information related to targets and aggressors.
- Student and staff handbooks and codes of conduct will make clear that bullying of students by school staff or other students will not be tolerated;
- The Administration will plan for ongoing professional development and supervise the curricula the school will use. To date, administration arranged for the District Attorney's office to provide all staff, students, and parents with bullying prevention and intervention professional development training by October 30, 2014. Administrators will review and approve readings and discussion topics within the ELA curriculum and evidenced-based lessons within the Physical Health and Education curriculum to specifically address bullying prevention.
- The Student Support Team and the School Council shall collect and analyze building and/or school wide data on bullying to assess the extent of the problem and to measure outcomes. When necessary and appropriate, these two groups will make recommendations to amend the School Improvement Plan.

- The Student Support Team will plan supports that respond to the needs of targets and aggressors.
- The Student Support Team, the Parent Teacher Organization, and the School Council will review all policies and protocols relating to the plan.
- Administration will conduct an annual review of student and staff handbooks and codes of conduct and amend these documents in accordance with data-supported recommendations and Massachusetts General Law.
- Administration, Guidance Counselor, and the Student Support Team will engage families through annual surveys and through the provision of informational materials. All parents will be invited to attend a bullying prevention training provided by the District Attorney's office before October 30, 2014.
- Administration, the Student Support Team, and the School Council will annually review and update the Plan.
- The Student Support Team will meet weekly to review all student concerns, prevention, and intervention planning.

II. Training and Professional Development

- A. Training and responsibilities:** Annual training for all school staff shall occur no later than October 30th of each school year. Administration shall facilitate this training, and is responsible for informing the staff of the following responsibilities:
- Teachers shall immediately report to the Principal, Assistant Principal, or Guidance Counselor any incident that meets the criteria for bullying as outlined in M.G.L.
 - ELA and Health and Physical Education teachers will work with administrators and other instructional departments to develop and implement bullying prevention curricula and activities.
 - All staff will use the curricular resources available through the Massachusetts Aggression Reduction Center to guide their work.
 - Staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
 - Each year, at least one member of the district will attend a seminar or workshop on current practices in the field of bullying prevention and intervention and share these findings with the staff and administration.
 - The Policies and Procedures describes the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation.
- B. Ongoing professional development:** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
- Developmentally (or age-) appropriate strategies to prevent bullying;
 - Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;

- v. Information on the incidence and nature of cyberbullying; and vi. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education

Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development may include:

- a. Promoting and modeling the use of respectful language;
 - b. Fostering an understanding of and respect for diversity and difference;
 - c. Building relationships and communicating with families;
 - d. Constructively managing classroom behaviors;
 - e. Using positive behavioral intervention strategies;
 - f. Applying constructive disciplinary practices;
 - g. Teaching students skills including positive communication, anger management, and empathy for others;
 - h. Engaging students in school or classroom planning and decision-making; and Maintaining a safe and caring classroom for all students; and engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors
- C. **Written notice to staff:** Schools will provide all staff with an annual written notice of the Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff duties, and bullying of students by school staff in the school and district employee handbook and the code of conduct.
- D. **Parent education and resources:** The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. All parents will be invited by the school to attend training on bullying prevention by the District Attorney's office prior to October 30, 2014. Additional programs may be offered in collaboration with the PTO, School Council, and/or the Special Education Parent Advisory Council. School and community members will be given access to the bullying prevention and intervention resources available through the Massachusetts Aggression Reduction Center.
- E. **Notification requirements:** Each year, the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. This information will be included in the school handbook. The school or district will send parents written notice each year about the student-related sections of the Plan and the district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. All schools will post this Plan and links to bullying prevention and intervention on our website.

III. Access to Resources and Services:

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The following plan has been put in place to assist in this area:

- A. Identifying Resources:** Students who, by legal definition, have met the criteria for needing services as a target or student aggressor shall immediately receive support and corrective action as outlined in the school policy prohibiting harassment and bullying. Student specific services are outlined under the Counseling and other services section below.
- B. Counseling and other services:** Assessment of need will be initially determined by guidance or administration. Where necessary and appropriate, consultation with the Student Support Team will also occur. Both teams may implement any or all of the following possible interventions:

- School Based Counseling from any or all of the following members of the student support team (Guidance, School Adjustment Counselor, School Psychologist, Assistant Principal, C.H.L. clinician).
- School Based Psycho-Educational Group programs provided by a member of the Student Support Team.
- In addition to appropriate consequences, a Restorative Justice/Practices conference may be convened for the purpose of:
 - i. Restoring relationships that have been negatively impacted;
 - ii. Holding people accountable for their misbehavior; and;
 - iii. Preserving the dignity of all parties.

These conferences will be chaired by the Guidance Counselor, Adjustment Counselor and/or the School Psychologist.

- Safety Planning and Assessments for targets and aggressors provided by the School Psychologist, Assistant Principal, Guidance, Adjustment Counselor.
 - Early Intervention Assessment and Planning including Functional Behavioral Assessments and Behavior Intervention Planning provided by the Special Education Staff, the Guidance Counselor, and the School Psychologist.
 - Partnership with – and referrals to – You Inc., Community Health Link, Department of Children and Families and other related agencies through the Student Support Team.
 - Partnership with Children’s Behavioral Health Initiative (C.B.H.I.) and the Mobile Crisis Team for Medicaid specific students. Referrals provided by any member of the Student Support Team. Any other services identified by the Student Support Team as needed.
- C. Students with disabilities:** As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in – or is vulnerable to – bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to Outside Services:** Students who have been identified in need of services beyond the scope of what the school can provide will be referred to an outside agency for services and interventions.

IV. Academic and Non- Academic Activities

A. Specific bullying prevention approaches: Bullying prevention curricula will be informed by current research based on the Massachusetts Aggression Reduction Center model and will emphasize the following approaches:

1. Using scripts and role plays to develop skills;
2. Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
3. Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
4. Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
5. Enhancing students' skills for engaging in healthy relationships and respectful communications
6. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.
4. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. Administration and staff shall review the plan with students annually, and this review shall occur no later than the end of the first quarter of school. Students in all schools will receive annual training provided by administration.

B. 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, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless 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; and
9. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Policies and procedures for reporting and responding to bullying and retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the district put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur. The following information outlines procedures to be followed by the principal or designee, or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor once a report is made.

A. 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 or district staff member is required to report immediately to the principal or designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, 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. This includes reports of bullying by other students, staff, or administrators. The school or district will make a variety of reporting resources available to the school community. Reporting may take place through an Incident Reporting Form,¹ a voicemail box in Pupil services, the dedicated mailing address: 302 Main Street Spencer, Ma.01562, and the Pupil Service Director's email address.

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 principal or designee; 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, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, 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, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, 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.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided 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.

2. Reporting by Students, 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 principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. 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 principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation — Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Responses to promote safety may also include but not be limited to:

- Increasing adult supervision in locations where bullying has occurred.
- Biweekly contact with the target to determine whether there has been a recurrence or to assess if additional support measures are needed.
- Ongoing collateral contact with outside treatment providers as deemed necessary.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. 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.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee 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 or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee 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 principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee 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 principal or designee 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.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

D. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school’s/district’s anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, 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. Discipline will be consistent with the Plan and with the school’s or district’s code of conduct.

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 student 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.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether

additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

E. Responding to a report of bullying or retaliation — Allegations of Bullying by a Staff.

1. Safety

Before fully investigating the allegations of bullying or retaliation, and as outlined in the priority statement the Principal or designee or Superintendent or designee or School Committee or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; altering the aggressor's schedule and contact with the target, Weekly contact with the target to determine whether there has been a recurrence or to assess if additional support measures are needed.

The Principal, Superintendent or School Committee or designees will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal, Superintendent or School Committee or designees will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation

2. Obligations to Notify Others

a. Notice to parents or guardians.

Upon determining that bullying or retaliation has occurred, The Principal, Superintendent or School Committee or designees will promptly notify the parents or guardians of the target and the staff aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District

If the reported incident involves students from more than one district, charter school, approved private special education day or residential school, or collaborative school, The Principal, Superintendent or School Committee or designees 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.

c. Notice to Law Enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal, Superintendent or School Committee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal, Superintendent or School Committee or designees 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. In making this determination, the Principal, Superintendent or School Committee or designees will, consistent with the Plan and with applicable school or

district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. Investigation. The Principal, Superintendent or School Committee or designees will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal, Superintendent or School Committee or designees will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. Whoever is conducting the investigation will remind the alleged staff aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal, Superintendent, School Committee or designees, and in consultation with the legal counsel, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal, Superintendent or School Committee or designees will maintain confidentiality during the investigative process. The Principal, Superintendent or School Committee or designees will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, The Principal, Superintendent or School Committee or designees will consult with legal counsel about the investigation.

Determinations. The Principal, Superintendent or School Committee or designees will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, The Principal, Superintendent or School Committee or designees 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 Principal, Superintendent or School Committee or designees: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

The Principal, Superintendent or School Committee or designees 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 employee records, The Principal, Superintendent or School Committee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a court order or other directive that the target must be aware of in order to report violations.

The Principal, Superintendent or School Committee or designees shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

G. Responses to Bullying.

1. Taking Disciplinary Action

If the Principal, Superintendent or School Committee or designees decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by The Principal, Superintendent or School Committee or designees, including the nature of the conduct, the age of the student(s) involved. Discipline will be consistent with contractual guidelines supporting employee's right to Union representation due process procedures under the legislation.

If the Principal, Superintendent or School Committee or designees determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

2. Promoting Safety for the Target and Others

The Principal, Superintendent or School Committee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal, Superintendent or School Committee or designees will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal, Superintendent or School Committee or designees will work with appropriate school staff to implement them immediately.

VI. Collaboration with Families

Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. School- or district-specific approaches to collaboration should take into account age, climate, socioeconomic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the District Attorney, PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic

formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII. Prohibition against bullying and retaliation

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c.

71, § 37O(b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

- i. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- ii. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. Problem Resolution System

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v):

The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

IX. Definitions

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or any electronic communication, including transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, email, instant messages, internet communications, text messages, facsimile communications and Internet postings. Cyberbullying also includes the creation of a web page or blog where the creator assumes the identity of another, or the knowing impersonation of another as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in the definition of "Bullying" from (i) through (v). Cyber-bullying is also the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium accessible by one or more persons where the distribution or posting creates any of the conditions listed in the definition of "Bullying" from (i) through (v). See M.G.L. c. 71, § 37O for the full legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated 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.

School 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, cyberbullying, or retaliation has been perpetrated.

X. Relationship to other laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or

harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H^{1/2}, M.G.L. c. 71, §41 and 42, M.G.L. c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior.

GRIEVANCE POLICY AND PROCEDURE REGARDING TITLE VI, TITLE IX AND SECTION 504

It is the goal of Spencer-East Brookfield to promote a school environment that is free of sexual harassment and other forms of harassment. Such harassment will not be tolerated. Further, any retaliation against an individual who has complained about sexual harassment and other forms of harassment, or retaliation, against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a school environment free from sexual harassment and other forms of harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by students and staff.

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

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

The Spencer-East Brookfield Regional School District complies with the following laws:

- i. Title VI of the Civil Rights Act of 1964 (prohibiting race, color and national origin discrimination)
- ii. Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- iii. Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination) iv. Age Discrimination Act of 1975 (prohibiting age discrimination)
- v. Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive Federal financial assistance)

The Spencer-East Brookfield Regional School District's Civil Rights Coordinator is Karen Zaleski, 302 Main Street, Spencer, MA 01562. 508-885-8515.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on race, color, national origin, sex, gender identity, sexual orientation, religion, disability, age, or other protected category by law.

The Spencer-East Brookfield Regional School District will not tolerate any form of unlawful discrimination or harassment. Discrimination and/or harassment may include, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon one or more protected categories;
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group based upon one or more protected categories;
- Any acts or speech that contribute to, promote or result in a hostile or discriminatory environment to an individual or group based upon one or more protected categories;
- Any acts or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the District, or creates an intimidating, threatening or abusive school environment;
- Unwelcome sexual advances;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually or unlawfully discriminatory suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; or
- Discussion of one's sexual activities.

Several forms of harassment have been recognized as civil rights law violations (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 151B) by federal courts, state courts, the U.S. Department of Education Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

The definitions of discrimination and harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

Local Grievance Procedures:

If you believe that you have been discriminated against or subjected to harassment because of your race, color, national origin, disability, age, sex, or religion, you have the right to file a complaint with Karen Zaleski, which may be done informally or formally. Please include the following information in writing when filing a complaint:

- i. Your name. (If you are filing a complaint on someone's behalf, include your name).
- ii. Name and address of the institution or agency you believe discriminated against you.
- iii. Basis for the complaint: E.g. how, why and when you believe you were discriminated against or subjected to harassment.
- iv. Witnesses.
- v. Corrective action sought.
- vi. Any other relevant information.

School personnel who observe or receive any reports of harassment or discrimination involving students must report those incidents promptly to the principal. Administrators who become aware of harassment or discrimination involving employees must report those incidents to the Civil Rights Coordinator, or alternatively, to the Superintendent.

Students, parents/guardians, employees or third parties may submit a formal complaint in writing to the building principal. Upon receiving such a complaint, the principal shall immediately forward the complaint to the District Coordinator listed below, who will then begin the formal procedure.

Teachers or other employees who receive a formal complaint shall promptly forward the complaint to the principal, and the principal shall then forward the complaint to the District Coordinator.

The District Coordinator shall promptly handle the investigation, unless the Superintendent decides to investigate the complaint or designates another to conduct the investigation.

Complaints about an employee in a supervisory position shall be promptly investigated by an individual who is not subject to the authority of that supervisor.

Complaints about the Superintendent should be submitted to the chairperson of the school committee, who should then consult with legal counsel concerning the handling and investigation of the complaint.

District Contact: The District's Civil Rights Coordinator for Title VI, Title IX, Section 504, Title II of the ADA, Religion, Sexual Orientation, Gender Identity and Age is:
Karen Zaleski
Director of Pupil Services
302 Main Street
Spencer, MA 01562

Formal Grievance Procedure

The student, parent/guardian, employee or third party may choose, if possible, to resolve the complaint informally. A student or parent/guardian may discuss the matter with the student's teacher or principal, and an employee or third party may discuss the matter with their immediate supervisor or the principal. In an effort to resolve the grievance, mediation with all involved parties and Karen Zaleski will be offered.

The recipient of the complaint shall attempt to work with the individual in an effort to resolve the matter fairly and expeditiously within ten (10) working days upon receipt of the complaint. If the complainant is not satisfied with the informal process, or chooses not to undergo the informal process, the complainant may then begin the formal process as explained below. The contact information for principals of the District's schools and the Superintendent can be found below:

Principals:
Principal:
Nathaniel Malone
302 Main Street
Spencer, MA 01562
malonen@sebrsd.org

Assistant Principal
Sara Kinnas
302 Main Street

Spencer, MA 01562
sara.kinnas@sebrsd.org

Superintendent:

Paul Haughey
306 Main Street
Spencer, MA 01562
haugheyp@sebrsd.org

To begin the formal process, the student, parent/guardian, employee or other shall notify the District Coordinator. A teacher or other staff member may submit a complaint in writing to the District Coordinator on behalf of the student. The complaint should include the information listed above. The District Coordinator may reach out to obtain information not provided in accordance with the listed information above.

It is strongly urged that complaints be filed within twenty (20) calendar days following the alleged incident to ensure an expedited investigation. However, the District will investigate any complaint regardless of the time it was filed.

Upon receipt of the complaint, the District Coordinator shall promptly investigate and make good faith efforts to obtain all relevant evidence for purposes of the investigation. The District Coordinator shall contact the complainant, the alleged aggressor, interview witnesses, and consider relevant documents. Complainants will also have the chance to present witnesses and other relevant evidence to the District Coordinator, and the District Coordinator should take reasonable efforts during the investigation to ensure the complainant is free from discrimination or harassment during the course of the investigation.

The District Coordinator shall complete the investigation within thirty (30) days unless extenuating circumstances are present. If more than thirty (30) days is needed to complete the investigation, the District Coordinator will inform the complainant that the investigation is still ongoing.

Upon completion of the investigation, the District Coordinator shall make a decision within fifteen (15) days and notify the complainant and alleged aggressor of the results in writing. If the District Coordinator finds reasonable cause for believing a discriminatory practice or harassment occurred, the District Coordinator shall refer the matter to the Superintendent and/or designee for appropriate action.

If not satisfied with the District Coordinator's decision, the complainant may appeal the finding to the Superintendent within five (5) school days. The Superintendent shall review the information, collect any additional information and issue a written decision to the complainant and alleged aggressor. The Superintendent will make reasonable efforts to promptly investigate and complete the investigation within ten (10) days.

If not satisfied with the Superintendent's decision or if the complainant chooses not to use the District's internal procedure, the complainant may elect to file a complaint with an appropriate state or federal agency:

Complaints regarding discrimination/harassment of students:

The Office for Civil Rights US Department of Education 8th Floor
5 Post Office Square, Suite 900 Boston, MA 02109-3921
Telephone: 617-289-0111 FAX: 617-289-0150 TDD: 877-521-2172

The Massachusetts Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 617-994-6000
TTY: 617-994-6196

Complaints regarding discrimination/harassment of parents:

The Office for Civil Rights US Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150
TDD: 877-521-2172

Complaints regarding discrimination/harassment of employees:

The Office for Civil Rights
US Department of Education 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150
TDD: 877-521-2172

The Massachusetts Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 627-994-6000
TTY: 617-994-6196

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

RETALIATION

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The District Coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the District Coordinator. The District Coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

SEXUAL HARASSMENT AND TITLE IX

The Spencer-East Brookfield Regional School District does not discriminate against students, parents, employees, or third parties. No person shall be excluded from or discriminated against in admission to the District, or in obtaining the advantages, privileges, and courses of study of the District on account of sex, sexual orientation, and gender identity or expression (M.G.L. c. 76 §5).

The District will investigate all allegations of sexual harassment in a prompt manner of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/or circumstances in which the District exercises substantial control, in a way that is not deliberately indifferent.

Definitions

Under Massachusetts law, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

Under Federal law, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

If an allegation may fit under the Federal law definition, it will be examined under both Federal and state law.

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any District employee, except that this standard is not met when the only official of the District with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the District has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a school from removing a respondent from the school’s education program or activity on an emergency basis, provided that the school follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed in writing by a complainant or signed by the District Coordinator alleging sexual harassment and requesting that the District investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The District Coordinator is responsible for coordinating the effective implementation of supportive measures.

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint having been filed, staff members must notify the District Coordinator. The District Coordinator must then contact the complainant within five school days of receiving the complaint and:

- Discuss and offer supportive measures with and to the complainant;
- Consider the complainant’s wishes with respect to supportive measures;
- Explain to the complainant that supportive measures may be received with or without the need to file a formal complaint;

- Determine whether the complainant would like to file a formal complaint; and
- Explain to the complainant the purpose of filing the formal complaint.

The District Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. The complainant and respondent must be offered supportive measures even if they do not file a formal complaint.

If the complainant wishes not to file a formal complaint, the District Coordinator must consider whether to sign a formal complaint and start an investigation. Such a decision may be appropriate when safety or similar concerns lead the District Coordinator to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the District to investigate and potentially sanction a respondent. A District Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing and include an explanation of why this decision was necessary.

Formal complaints may also be filed directly with the District Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX Coordinator is:

David Gates
302 Main Street
Spencer, MA 01562
gatesd@sebrsd.org

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint or the District Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a Title IX complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the District. Additionally, the District has discretion to dismiss a formal complaint where the passage of time would result in the District's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the District loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the District).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint under these procedures but could investigate it under other policies and procedures. The District must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty school day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the District must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the District Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the District Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the District Coordinator will designate an investigator and a decision maker, who will not be the same person. The District Coordinator is free to cast himself/ herself as the investigator.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent. The parties have 10 days to submit a response to the investigative report.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The District will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the District can determine responsibility, an investigative report will be sent to the parties and the decisionmaker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The District's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the District will provide remedies to the complainant designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and District staff will document the basis for the District's conclusion that its response was not deliberately indifferent.

Training

The District will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The District will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The District also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in paragraph (b)(5)(vii) of this section.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the District's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within five school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The District will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Paul Haughey
306 Main Street
Spencer, MA 01562
haugheyp@sebrsd.org

External Grievance Procedure

Any student, parent/guardian, or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

Complaints regarding discrimination/harassment of students:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

Complaints regarding discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

Complaints regarding discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor

Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TTY: 617-994-6196
OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy and inform the complainant/alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The District Coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the District Coordinator. The District Coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Should the Title IX regulations change mid-school year, the District will adhere to any new regulations issued on Title IX effective the date of issuance.

Please note: A recipient may not retaliate against any person who has made a complaint, testified, assisted or participated in any manner in an investigation or proceeding under the five statutes listed above.

INTERVIEWS AND SEARCHES BY POLICE

The police may search students or their lockers if they have a valid warrant to do so. If they have “probable cause” to believe that a student is in possession of unlawful items, police may request administrative (superintendent or principal) approval to conduct a search. School officials may engage private individuals, companies and other agencies (i.e. state police) to facilitate searches for contraband, controlled substances, alcohol or other prohibited substances.

When police are permitted to interview students in school, the students will be afforded the same rights they have outside of school. Parents must be notified if the student is a minor.

Students must be informed of their constitutional rights by the police. Students may remain silent if they so desire, and they must not be subjected to coercion or illegal restraint. However, within the

framework of their legal rights, students have the responsibility to cooperate with police. Prior to the interview, the student will be asked to sign a statement outlining these rights.

Interviews by police in school shall be limited to school related offenses or concerns only.

REMOVAL OF STUDENTS FROM SCHOOL BY THE POLICE

An officer of the law may take a pupil from the school only if the officer has ready for service a subpoena, a warrant of arrest, or an order for civil arrest. The school principal will notify the student's parent/guardian that the student is being removed from school.

Occasionally, the principal may find it necessary to call the police department for assistance in handling a pupil involved in some serious offense committed at school. In such a case, the police may not arrest the pupil unless a sworn complaint is filed in court. However, the circumstances in such a case may from time to time justify the removal of the pupil from school in the absence of a complaint or warrant.

WEAPONS ON SCHOOL PROPERTY

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 may be subject to expulsion from school by the principal in accordance with the general laws of the Commonwealth.

Any student charged with this violation will be notified in writing of an opportunity for a hearing. The student may have representation, along with the opportunity to present evidence and witnesses at the hearing.

HAZING

Hazing, both verbal and physical, is punishable by law and is prohibited on school property or in connection with school-sponsored activities.

"Hazing shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity 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.

Chapter 269 of the General Law, Section 17 states that, "Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment."

PUBLIC'S RIGHT TO KNOW

In compliance with state and federal laws and regulations requiring that public bodies provide citizens with access to public records.

The school district shall maintain student records as required by law. An eligible student and/or his parent/guardian will be allowed to inspect academic, scholastic or any other records concerning such student. Student records shall not be released without parental consent.

PARENTS' RIGHT TO KNOW

Student Records. Parents have the right to review and inspect all records on their child. Records will be available for viewing at the child's school as soon as practicable and within ten calendar days after the initial request. A school administrator will be available at the viewing to explain any of the records.

If a parent requests a change to the record or that material be deleted, the following procedure will be followed.

The parent will discuss the request with the administrator present. If the issue cannot be resolved, the parent will send the request to the superintendent. If the issue is still not resolved, a hearing would be held with the school committee.

All due process rights would be followed. Students who are age fourteen and older have the same rights as parents do in regards to reviewing and amending the student record.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

The purpose of this policy statement is to ensure all who use technology under the auspices of the Spencer-East Brookfield Regional School District do so in a manner which is consistent with the mission of the school system, and complies with all Federal, State and local laws. This acceptable use policy (AUP) is in compliance with State and Federal telecommunications rules and regulations.

In order for students to use Spencer-East Brookfield Regional School District technology, they must read the following guidelines for use and sign the Acceptable Use Policy for Technology contract. The student contract must be signed by the student's parent or guardian. All students in Grade 4 or above shall also be required to sign the AUP before using district technology. Students will utilize technology in a manner consistent with appropriate conduct as outlined in the school handbook. It is understood that staff signing their employment contracts will abide by and accept all district policies.

Guidelines for Use

The primary purpose of the Spencer-East Brookfield Regional School District (henceforth referred to as District) technology is educational. It is essential that anyone who uses this technology understand its purpose. All users will assume full liability, legal, financial, and/or otherwise, for consequences of unauthorized use. Failure to abide by these regulations may result in disciplinary and/or legal action.

A prerequisite for obtaining and using a District network account is that each user takes full responsibility for his/her own actions. The District and other organizations sponsoring Internet access will not be liable for the actions of anyone connecting to the District network and/or Internet through these links.

The District makes no guarantees, implied or otherwise, regarding the reliability of the data connections. Neither the District nor sponsoring organizations will be liable for any loss or corruption of data while using a District network account.

The District reserves the right to examine all data stored on any and all equipment owned by the District or connected to the District network/Internet connection.

All District students and staff will abide by the following conditions when using District technology:

- Users will not use technology to perform any act that may be construed as illegal and/or unethical.
- Users will not engage in, promote, enable, or discuss system cracking, software piracy, and other computer-based criminal skills and acts.
- Users will not access sexually explicit content, such as pornography and/or erotica.
- Users will not access material that contains violence or other forms of graphic or "extreme" content.
- Users will not engage in, promote, or enable bigotry, hate speech or harassment of any kind.
- Users will not engage in, promote, or enable gambling, recreational drug use, alcohol, or other activities frequently considered to be vice.
- Users will not access material unrelated to a student's studies, an employee's job function, or other tasks for which the computer in question may be intended.
- Users will not use District technology for treasonous or subversive acts.
- Users will report any and all misuse of District technology as described in this policy.

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Spencer-East Brookfield Regional School District. Further, students of the district are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and to prevent or minimize any harm to the student as a result of the use of physical restraint.
2. The following definitions appear at 603CMR 46.02:
 - Extended Restraint. A physical restraint, the duration of which is longer than twenty (20) minutes.
 - Physical Escort. Touching or holding a student without the use of force for the purpose of directing the student.
 - Physical Restraint. The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs.

Prone Restraint. The use of prone restraint is prohibited except as a last resort on an individual student basis and only when (1) the student has a documented history of repeatedly causing serious

injuries to self or other students or staff; (2) all other forms of physical restraints to ensure the safety of the student and/or others have been attempted but failed; (3) there are no medical contraindications documented by a licensed physician instructing against such restraint; (4) there is psychological or behavioral contraindications as documented by a licensed mental health professional; (5) the program has consent to use such restraint in emergency situations as set out here and the Principal has approved such use in writing; and (6) the program documented steps 1-5 in advance of using such restraint, and maintains said documentation.

Mechanical Restraint. The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint.

Seclusion Restraint. Physically confining a student alone in a room or limited space without access to school staff. The use of “time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint”.

Chemical Restraint. The administration of medication for the purpose of restraint.

Each building principal will identify staff members to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Department of Elementary and Secondary Education recommends be at least 16 hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible, the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use a reasonable amount of force necessary to protect the student from injury or harm.

In addition, each staff member will be trained regarding the school’s physical restraint policy. The principal will arrange training to occur in the first months of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

A member of the School Committee or any teacher or any employees or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Principal or director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint which, upon request, shall be made available to the parent/guardian and/or the Department of Elementary and Secondary Education.

When a restraint has resulted in serious injury to a student or program staff member, or when extended restraint has been administered, the program shall provide a copy of the required report to

the Department of Education within five (5) school working days of the administration of the restraint.

Specific Reporting Requirements When Restraint is Administered

- (1) Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.
- (2) Informing parents. The principal shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. The school shall provide such notice in the language (if other than English) that it customarily provides to the parent of the student with report cards and other necessary school-related information. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- (3) Contents of report. The written report shall contain the contents as set forth in 603 CMR 46.06(2).
- (4) Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

- (6) Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
- (7) Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report (see

(3) above) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. The Department will determine if additional action by the program is warranted and, if so, shall notify the school of any required actions within 30 calendar days of receipt of the required written report(s).

(8) Report all physical restraints to the Department. The school shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

SCHOOL SONG

Come let's sing old Prouty's praises

They will never die

May she ever stand triumphant

David Prouty High

(CHORUS)

Flag we love orange Always wave

Dear old school o'er thee;

May they sons be true and loyal

To thy memory

**Hail our banner black and orange Winning
every test,**

**We will strive to keep her floating Higher
than the rest.**

(CHORUS)

**High School days will soon be over Soon
our ways must part**

**But we'll keep our love for Prouty
Ever in each heart**

Lawrence Sanborn

Class of 1920