

Ezra H. Baker Innovation School

Student Handbook

2021-2022



**Ezra H. Baker
Innovation School
Staff
2021-2022**

MAIN OFFICE

**Depin, Kevin – Principal
Flanagan, Ellen –**

Assistant Principal

McKenzie, Patricia –

Admin. Asst. to Principal

Savini, Nanette – **Admin. Asst.**

Berard, Doris – **Admin. Asst.**

STUDENT SUPPORT

Pineau, Karen – **BCBA**

Rockwell, Leah –

School Psychologist

Roza, Tanya –

School Social Worker

Vojtasova, Jana – **School Nurse**

KINDERGARTEN

Dawson, Rachele

Schultz, Jasmine

Stuber, Meghan

Therien, Anne

Tierney, Erin

GRADE 1

Arone, Patricia

Castelone, Theresa

Leidner, Brooke

LePain, Eileen

Savery, Danielle

GRADE 2

Egan, Pamela

Ellis, Raquel

Galt, Regina

Lee, Renee

Mitchell, Holley

GRADE 3

Egan, Marissa

Feeney, Shannon/Morgan,

Heather

Kliment, Kyle

Nicoll, Kimberly

Paciello, Lauren

EARLY EDUCATION

Conway, Carol

Linberg, Jennifer

ART

O'Connor, Kathleen

EL

Dean, Maura

Severdija, Jeanne

LIBRARY/TECHNOLOGY

Barton, Pamela

MUSIC

Smith, Janice

PHYSICAL EDUCATION

Fiero, Christen

Tucker, Andrew

OT & SPEECH/LANGUAGE

Bowie, Mary – **SLPA**

DeFilippo, Hilary – **SP/LAN**

Young, Amy – **OT**

STAR PROGRAM

Craig, Rebecca

Power, Kimberley

Wilkey-Farrell, Valerie

READING

Beless, Carolynne

Henderson, Meredith

SUPPORT TEACHING

Lister, Nikki

Neal-Cantwell, Kelly

Pearson, Rebecca

Richter, Katherine

SPANISH

Larrain, Carolina

SPECIAL EDUCATION

Burlingame, Erin

Campbell, Jeanne

Murphy, Janet

Terranova, Tiffany

PARA-PROFESSIONAL

Albelo, Miriam

Bedwell, Karen

Benjamin, Mary

Booth, Tyne

Chiaradonna, Sheila

Coady, Elizabeth

Cohan, Shannon

Cote, Susan

Cox, Kerry

Davis, Siobhan

Deveau, Kathleen

Donovan, Cynthia

Filteau, Shannon

Finn, Catherine

Ford, Lillian

Hemler, Ashley

Henshaw, Mary

Jarvi, Meg

LaFrance, Mary

Loschiavo, Mary

Merriman, Slader

Mobilio, Sonja

Morgan, Heather

Moulton, Patricia

New, Lisa

Plucinski, Patricia

Scapicchio, Deborah

Stanton, Jessica

Taylor, Lisa

Walsh, Kelly

Walsh, Yvette

DAYCARE

Kalivas, Eileen – **Coordinator**

CAFETERIA

Franklin, Marsha

Cafeteria Manager

Cote, Cindy

LeBoeuf, Kim

Webster, Meredith

CUSTODIAL

Guay, Maureen

EHBi

The Ezra H. Baker Innovation School

Dear Families,

Welcome back to school! We are so excited to begin another year! This year may challenge us in many ways, but we are focused on opportunities for student learning. Our classroom sections are small, which fosters the opportunity for close knit classroom communities and individualized learning. The first section of this handbook details safety protocols and classroom procedures. We have included our traditional information as well, should we be able to return to our pre-COVID-19 existence.

Sincerely,

*Kevin F. Depin
Principal*

Our Mission:

To empower students to become successful, independent, self-directed, curious, and healthy citizens of the world.

Our Core Beliefs:

- All children can learn,
- All children can achieve at high levels,
- All children are entitled to a complete education, including extensive exposure to the arts and to the study of world languages,
- All children are entitled to be nurtured in their physical, social and emotional health,
- All children can use what they know to make a difference in the world.

Our Innovation:

As an Innovation School, we endeavor to make the most of each instructional day and to attend to student wellness. Our daily schedule is designed to maximize academic time, including foreign language instruction for all students, while still providing students with increased learning time in the arts.

Daily Schedule

Classrooms and instructional spaces are set up to provide as much physical distance as is feasible. To accommodate the reduced occupancy in each classroom, we have divided each grade level into smaller classroom cohorts. Cohorts range in size from 12-16 students.

Recess Procedures

- The Ezra H. Baker Innovation School will direct students to wash their hands or use hand sanitizer upon leaving for recess and upon reentering the classroom.
- The Ezra H. Baker Innovation School will designate outdoor spaces for use by separate cohorts and support physical distancing while still providing recess opportunities.
- Each cohort will have a set of recess materials that will be solely used by that cohort.
- The entire grade will attend recess at the same time for 20 minutes just before and after their lunch period. Students will not be required to wear masks while outdoors.
- EHBI Assistants, who monitor recess, will be trained on a variety of physically distanced recess games and activities.

Procedures During the School Day

- Students will be taught the expectations around proper hand washing per CDC guidelines through the Dolphin Way lessons. Students will be taught using a combination of videos, tutorials from the nurse and opportunities to practice throughout the day.
- Limited numbers of students will be allowed to use a restroom at the same time, depending on the size of the specific restroom. Restrooms will be cleaned and disinfected frequently during the day and restroom logs will be used to record restroom use.

Related Arts

- In addition to the core academic areas of Literacy, Math, Science, and Social Studies, students will have instruction in the Related Arts: Art, Music, Physical Education, Library, Technology, and Spanish.
- Students in grades 1-3 will have Related Arts for fifty minutes daily. **Kindergarten students will have Related Arts for forty minutes.**
- Last year, to minimize person to person exposure for both students and adults, a classroom had the same Related Arts class every day for a 5 day period on a rotating basis. Students excelled in the arts using this scheduling model so we have implemented it again this year.
- Additionally, students will have Spanish class every other week for two, thirty minute sessions.

Recess/Lunch Schedule

Grade	Recess	Lunch	recess
K	11:10-11:30	11:30-11:50	11:50-12:10/1:55-2:10
1	11:30-11:50	11:50-12:10	12:10-12:30
2	12:50-1:10	1:10-1:30	1:30-1:50
3	12:30-12:50	12:50-1:10	1:10-1:30

Breakfast and Lunch Procedures

The **Ezra H. Baker Innovation School** follows CDC, DESE and local health requirements for eating during the school day.

Eating in the classroom: Based on CDC recommendations, it is preferable for students to eat in classroom spaces. Desks and other surfaces that students are using for meals will be cleaned before and after lunch. Cleaning will include using an [approved EPA disinfectant](#) on these surfaces and then appropriately disposing of the materials used to wipe down the surfaces. Staff, and in some cases, students, may perform this surface cleaning.

- Breakfast will be served as a “grab and go” model. Since EHBi is a Universal Breakfast school, all students will be able to “grab” breakfast on their way to class without paying.
- Lunch will be delivered to classrooms in Kindergarten through Grade 3. Lunch periods will be supervised by Assistants. Students who are ordering lunch will place their orders in their classrooms each morning. For 2021-2022, all student may order school lunch free of charge.
- **Eating in the cafeteria:** When allowed by the local Board of Health, we may utilize the cafeteria for occasional dining on a rotating basis. Staff will ensure that students do not mingle with other cohorts. The tables and other surfaces that students use for eating will be cleaned between groups. Cleaning will include using an [approved EPA disinfectant](#) and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or Assistants may perform this surface cleaning, when appropriate.
- Preschoolers will eat snacks after proper handwashing, maintaining social distance in their classroom. Snacks will be provided by the family.

General Information

Attendance

Attending school has a huge impact on student success. The practice of getting to school every day builds a habit that helps a student persist and succeed beyond high school. Regular attendance also provides students with more and better opportunities to learn. It is our goal that all students attend at least 90% of the school year.

We realize that some absences are unavoidable due to health problems or other circumstances. We want to be proactive in addressing any potential concerns if there is the possibility that a student will miss ten percent or more of school days. As a district, we are committed to partnering with families to establish clear lines of communication to ensure that you stay informed regarding your student's current rate of attendance. This will include the following actions:

- Pre-recorded calls from the school whenever we have not been notified of your child's absence;
- Attendance letters will be sent to families when your child has been absent 4 or more days; 8 or more days; and 12 or more days. Each tier will provide an opportunity to discuss any barriers or concerns that may be interfering with your child's attendance;
- Helpful tips and strategies for managing a variety of common issues that contribute to absenteeism.

We appreciate your partnership in this important effort.

Tardiness

The student day is 9:20 AM-3:35 PM. Students arriving to school after 9:20 AM are considered tardy and must be escorted to the office by a parent so that their attendance can be properly recorded. Please make every effort to develop good attendance habits with your child.

Dismissal

We ask that you request early dismissal only in unavoidable situations, and that such requests are kept to a minimum.

Students may be dismissed when they become ill during a school day, or by written request from a parent or guardian.

When picking up a child, parents should stop at the office to sign him or her out of school. Any parent may make an adjustment to your child's pick up routine. If you wish to pick your child up at dismissal time, rather than having them ride the bus, please send a note to your child's teacher stating your intent.

A student will not be dismissed to anyone other than a parent, unless a written note is sent to the school office prior to such dismissal.

Drop Off and Pick Up Procedures

EHBi

AM

- Please park in lower lot
- Bring student to lawn
- Stay masked and socially distant
- Students enter the building and are escorted/directed to class at 9:10 AM

PM

- Please stay in car
- Form two lines of traffic around the perimeter of the lower parking lot.
- Display student name
- Child will be brought to you
- Thanks for your patience!

Safety Procedures

Periodically students and teachers will be practicing these safety protocols:

- Fire drills in case of fire
- Lock down drills in case of an intruder

A notice will go home at the beginning of the school year regarding drills. In an emergency, the Blackboard Connect System will notify parents.

Blackboard Connect Phone System

The Blackboard Connect service will assist us in passing along key information regarding school events by allowing us to send text and/or email message to all of our families or all their contact numbers within minutes. The service is only successful if we have correct contact information for all students and their families. Please make certain that we have the most up-to-date direct dial numbers and email addresses for your child. Most typical information, including the bi-weekly newsletter, is sent via text. Families have the option of requesting paper copies.

Medicine

No pupil is permitted to carry medicine of any kind (including cough drops) while in school. If it is necessary for a child to take medicine during school hours, parents must submit an 'Authorization for Dispensing Medicine' form, which is available from the school nurse, to the Principal. A copy is included in the forms and policies sections of this handbook. Once the form is received, the medicine will be dispensed under the provisions of Chapter 76 Section 54B of the General Laws. Please contact Nurse Jana, the school nurse, for further information.

Regulations Pertaining to School Records

The State Board of Education has adopted Regulations pertaining to Student Records. State laws enacted in 1972 and 1974 mandated the development of these regulations, which have the force of law. The regulations apply to all public elementary and secondary schools. (They also apply to all private schools that have state approval to provide special education services under 603 CMR 28, (formerly Chapter 766, and the Special Education Act.) They are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The school district permits parents to inspect and review any education record pertaining to their student, which is collected, maintained, or used by the school district. Such review will be granted within two consecutive workdays of the request, unless a longer period of time is agreed upon before any meeting regarding an individualized education program or hearing relating to the identification, evaluation, or placement of the child or the provision of FAPE to a student. 300.562(a).

- The right to inspect and review education records includes:
- The right to a response from the school district to reasonable requests for explanations and interpretations of the records. 300.562(b)(1).
- The right to request that the agency provide copies of the records containing the information if failure to provide these copies would effectively prevent the parent from exercising the right to inspect and review the records 300.562(b)(2).
- The rights to have a representative of the parent review and inspect the records. 300.562(b)(3).
- A school district presumes that the parent has authority to inspect and review records relating to his or her child unless the school district has been advised that the parent does not have the authority under applicable state law governing such matters such as: guardianship, separation and divorce.

The regulations apply to all information kept by a school committee on a student in a manner that he or she may be individually identified. The regulations divide the record into two sections; the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades and grade level completed. The transcript is kept by the school system without a time limit, but it will be retained for at least sixty years after the student leaves the system. The temporary records contain the majority of the information maintained by the school about the student. This may include such things as standardized test results, school-sponsored extracurricular activities, evaluations and comments by teachers, counselors, and other persons, as well as other similar information. Nothing is destroyed without first offering the parent and/or student the materials in the record.

In closing, school records cannot be released to anyone except Dennis-Yarmouth school officials without permission from a parent or guardian. When a student completes Grade 3 at the Baker School, his/her record is reviewed. At that time, outdated or irrelevant material is removed and destroyed. The student's record is then transferred to the Wixon Innovation School.

Student records are kept in the office and are maintained by office staff. Massachusetts State law (general Laws Chapter 71, Sections 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school.

Non-Custodial Parents

As of 1998 Massachusetts law (General Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. Please provide the office with a copy of your child's custody agreement. Their safety is vitally important to us. For more information, please contact the Principal or School Psychologist if your child has a parent who does not have physical custody and who would like to be kept informed about school happenings.

Student Dress Code

Each school will have a dress code. Elementary, Middle and High School codes will be consistent in expectations. The administration will establish specific standards of dress and appearance based on the following principles:

- Attire shall be appropriate for all activities and not detract from the educational process.
- Attire shall comply with school requirements for health and safety.

Students and parents will be responsible for choosing attire that conforms to the guidelines established in each school. The administration will establish guidelines and is authorized to take action in instances where individual dress does not meet the stated requirements. Students, faculty or parent groups may recommend appropriate dress for school or special occasions. Adults are expected to conform and model the Student Dress Code while on school district property and at school functions.

Breakfast/Lunch Program

All students at EHBI are eligible for free breakfast. The Universal Breakfast Program has been successful in our school and our district, and we are excited to offer a free, nutritional breakfast to our students.

School lunches are available to every pupil, grades K-3 at no cost for the 2021-2022 school year.

Birthday Celebrations

We are working even harder to provide our students with healthy options at school. For this reason, we are asking that families no longer send in treats to celebrate student birthdays. Instead, each student receives a special birthday bracelet and pencil on his/her birthday. Arrangements will be made for students whose birthdays fall outside of school time. Thank you for your support!

Telephone Calls

Children will be allowed to use the phone to call home **in emergencies** only.

Electronic Games, Toys, Cell Phones & Trading Cards

Because of the age of our students and the expense of the above items, we request that these items **remain at home**. Lost or traded items have caused problems in the past, both on the bus and in school. Only in special circumstances will such items be permitted at school. Thank you in advance for your cooperation.

General Rules & Regulations for Students

All of our school rules (inside and out) are based on the concept of courteous, reasonable behavior, with the emphasis on safety and respect for all. We take pride in the appearance of our school building and grounds. We encourage recycling, NO littering, respect for others and their property, and respect for **ALL** school property.

Types of Behavior

Discipline is typically progressive. Initial referrals to the Assistant Principal or Principal usually result in a conversation and a call home. Repeated offenses may result in lost recess time, or an afternoon detention. The following types of behavior, at the discretion of the Principal or the Dean of Students, may result in internal or external suspension from school for a period of one to three days.

- Willful destruction or vandalism of school property
- Physical abuse or threat of bodily harm to a teacher, school employee or another student
- Stealing school or personal property
- Abusive, profane or obscene language directed towards a teacher or employee of the school
- Possession of items which could be potentially dangerous or destructive
- Repeated disruptive behavior which deprives other children of a normal classroom learning environment
- Any student who is found on school premises or at school-sponsored events, in possession of a dangerous weapon, including but not limited to, a gun, knife, etc. may be subject to expulsion from the school or school district by the Principal.

Except in cases in which the presence of the student poses danger to persons or property, a suspension will not be imposed without providing the student and parent with oral and written notice, and providing the opportunity for a hearing on the charge.

Special Education Discipline

All students are expected to meet the requirements for behavior as set forth in this handbook. Massachusetts General Laws, however, require that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of special needs students:

- A. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- B. The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
- C. When it is known that the suspensions of a special needs student will accumulate to ten days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 - 1. Design a modified program for the student, or:
 - 2. Write an amendment to provide for the delivery of special education services during the suspension, and any necessary modification of the IEP relative to discipline code expectations. In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Tobacco Use

The use of any tobacco products within the school buildings, the school facilities, on school grounds, or on school buses by any individual, **including** school personnel is prohibited.

Weather Related Closures

If the weather calls for a delayed start or an early dismissal, families will be notified using our Blackboard Connect voice, text, and email system. This information will also be announced on the District website, www.dy-regional.k12.ma.us and on local radio stations. If weather conditions are such that our parents suspect, or hear that school may be dismissing early, we urge you to log on to our website, or listen to the radio stations for those kinds of announcements. Please, if possible, refrain from calling the Main Office as it is important that our phone lines remain open. If you choose to keep your child home from school during these borderline cases, please remember to report your child's absence on our attendance phone line (508)398-7690.

IMPORTANT INFORMATION ABOUT D-Y FACILITIES

AHERA Management Plan

Every three years the school district is required to update its Asbestos Hazard Emergency Response Act (AHERA) asbestos management plan. The purpose of this plan is to summarize previous abatement response actions, summarize findings and ACBM classification and recommend response actions. A copy of this plan is available at each school and online.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/ahera-management-plan>

Fire Safety for Schools

A school is one of the most important resources in a community. School fires destroy costly bricks and mortar, and also the heart of a community. Fire prevention laws can be found in M.G.L. Chapter 148. Most fire prevention regulations affecting schools can be found in 527 Code of Massachusetts Regulations (CMR) 1.00. The Department of Fire Services' website has these and many helpful Office the State Fire Marshal (OSFM) *Advisories*. Visit **www.mass.gov/dfs** and look for *DFS Advisories* under *News & Events* and under *Fire Prevention*.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/fire-safety-for-schools>

Lead & Copper Water Testing

The district began systemic testing of lead and copper fixtures with a representative sample in each school building, in compliance with regulations from the Massachusetts Department of Environmental Protection.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/lead-and-copper-program>

Integrated Pest Management

School Integrated Pest Management (IPM) is the implementation by schools and daycare centers of a practice for reducing pests that de-emphasizes the use of pesticides as the principal control strategy. While pests are undesirable, they are only the indicators of a greater problem; IPM manages pests by focusing on these greater problems.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/pest-management>

Safety & Hazardous Waste

Please read the below information about proper handling of mercury spills (from thermometers or other items) and broken fluorescent light bulbs.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/safety-and-hazardous-waste-information>

Dennis-Yarmouth Regional School District Select Policies

(For a complete list of policies, please visit:

<https://z2policy.ctspublish.com/masc/browse/dennisyarmouthset/welcome/root>)

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month 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.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: November 16, 2015

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

BULLYING PREVENTION AND INTERVENTION

The Dennis-Yarmouth Regional School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. It is committed to maintaining a school environment where all students regardless of legal status are free from bullying and cyberbullying and the effects thereof. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

Acts of bullying and cyberbullying are prohibited:

1. On school grounds, 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; and
2. At a location, activity, at a function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the victim, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

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

As stated in M.G.L. c. [71, § 370](#), nothing in this Plan requires the district or school to staff any non-school related activities, functions or programs.

I. Definitions

A. Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

B. Bullying, as defined in M.G.L. c. [71, § 370](#), is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. Causes physical or emotional harm to the victim or damages the victim's property;
2. Places the victim in reasonable fear of harm to himself or damage to his property;
3. Creates a hostile environment at school for the victim;
4. Infringes on the rights of the victim at school; or
5. Materially and substantially disrupts the education process or orderly operation of a school.

Bullying includes cyberbullying. It may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will, oral or written threats, teasing, putdowns, name calling, stalking, threatening looks, gestures, or actions, cruel rumors, false accusations, and social isolation.

C. Cyberbullying, as defined in M.G.L. c. [71, § 370](#) is bullying through the use of technology or any electronic communication which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio electromagnetic, photo electronic or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyberbullying shall also include:

1. The creations of a web page or blog in which the creator assumes the identity of another person;
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (B1) to (B5), inclusive, of the definition of bullying; and
3. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (B1) to (B5) inclusive, of the definition of bullying.

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

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

F. 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.

G. Victim is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

H. Perpetrator, a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

II. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Dennis-Yarmouth Regional School District absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action. However, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

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.

The Dennis-Yarmouth Regional School District recognizes that certain students may be more vulnerable to becoming a victim of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 more of these characteristics. The Dennis-Yarmouth Regional School District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provides all students with skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing. The sections below describe how the Dennis-Yarmouth Regional School District will support these students.

Students with disabilities. As required by M.G.L. c. [71B, § 3](#), as amended by Chapter [92](#) of the Acts of 2010, when the Individual Education Plan (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 IEP shall address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

III. Reporting Obligations

Each school will make a variety of reporting resources available to the school community which may include, but are not limited to, a web-based reporting tool, a voicemail box, a dedicated mailing address, and/or an email address. The school will communicate the availability of these tools and the policies for reporting when they are established and then at the beginning of each school year thereafter and will be included in student handbooks and on the district and school web sites. This information will also be provided in other prevalent languages other than English used by families in the school district. 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.

A. Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, secretary, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliations s/he witnesses or becomes aware of to the school principal or designee. The requirement to report as provided does not limit the authority of a staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

B. Reporting by Students, Parents/Guardians, and Others: The District expects students, parents/guardian, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against an alleged aggressor solely on the basis of an anonymous report. An individual who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

C. Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the victim and of the aggressor of this finding and of the school's procedures for responding to it. There may be circumstances in which the principal contacts parents or guardians prior to any investigation.

D. Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled, the principal or designee will notify local law enforcement if he/she believes that criminal charges may be pursued. 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 deemed appropriate. The principal must document the reasons for the referral to law enforcement.

E. Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Dennis-Yarmouth Regional School District is the first to be informed of the bullying or retaliation, then the Superintendent of the Dennis-Yarmouth Regional School District or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school, so both may take appropriate action.

IV. School Investigation

The principal or designee, upon receipt of a report, shall promptly contact the parents or guardians of a student who has been the alleged victim or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed. A principal may not disclose information from a student record of a victim or aggressor to a parent unless the information is about the parent's own child.

The school principal or designee shall investigate promptly all reports of bullying or retaliation, using a Bullying/Cyberbullying Report Form, giving consideration to all available information known, including the nature of the allegations and ages of the students involved.

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

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

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or designee. A monthly report shall be provided to the Superintendent with: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other relevant information. Dennis-Yarmouth Regional School District will annually report this information to the Department of Elementary and Secondary Education.

The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

A. Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged victim and/or protect the alleged victim from further potential incidents of concern. In taking any such action, however, the rights of both the alleged victim and alleged aggressor must be considered.

B. Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

C. Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. The investigator should remind the alleged aggressor and witnesses to be truthful and that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained, to the extent practicable, given the school's obligation to investigate and address the matter.

V. School Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person.

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the victim 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; 2) determine what responsive actions and/or disciplinary action is necessary; 3) notify law enforcement if the principal or designee believes that criminal charges may be pursued; 4) notify the parents or guardians of the perpetrator; and 5) notify the parents or guardians of the victim. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- o Hold parent conferences;
- o Transfer a student's classroom or school;
- o Limit or deny student access to a part, or area, of a school;
- o Enhance adult supervision on school premises;
- o Exclude a student from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- o Provide relevant educational activities for individual students or groups of students;
- o Create a Personalized Action Plan and directives for future conduct, including providing the victim with a process for reporting any concerns about future conduct immediately;

- o Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the victim's concerns and since the conduct often involves an imbalance of power); and
- o Provide school counseling (or other appropriate services) or referral to such services for the victim and/or the aggressor and/or for appropriate family members of said students.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the victim's or student aggressor's parents or guardians, to identify any underlying social or emotional issues 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 inform the parent or guardian of the victim 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.

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 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.

VI. Restoring Safety to Victim

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 victim and/or to protect the alleged victim from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the victim 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 victim; and altering the aggressor's schedule and access to the victim. 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. Those steps include, but are not limited to, check-ins with witnesses, identifying a staff member to report any retaliation or bullying and notifying individuals of their right to be free from bullying or retaliation.

VII. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the victim and the aggressor in the primary language of the home. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the victim's parents, or guardians - unless it involves a "stay away" or other directive that the victim must be aware of in order to report violations.

Within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the victim to determine whether there has been any 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.

The District will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

VIII. Ongoing Efforts to Reduce Bullying

- A. Professional development will be provided for all staff annually, including, but not limited to:
 - a. Inclusion of the District Bullying Prevention and Intervention Policy in staff handbooks;
 - b. Developmentally appropriate strategies to prevent or stop bullying incidents;
 - c. Information regarding the complex interaction and power differential between and among a perpetrator, victim, and witnesses to the bullying;
 - d. Research findings, including information on vulnerable or at-risk populations of students;
 - e. Internet safety as it relates to cyberbullying;
 - f. Information on the incidence and nature of cyberbullying; and
 - g. Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents.

Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable comparable program within the last two years.

- B. Annually the District will inform parents and guardians in the languages which are most prevalent among the students, parents or guardians about bullying prevention and intervention strategies and policy through a variety of communication tools, including, but not limited student-parent handbooks. The goal will be to assist parents and guardians in understanding
 - o The District/School curriculum;
 - o How to reinforce prevention and intervention strategies at home;
 - o Bullying dynamics; and
 - o Online safety and cyberbullying.

- C. Annually students will be educated about bullying prevention and intervention through the use of scientifically based research tools and through efforts to relate anti-bullying to other school initiatives that create a positive school climate.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

- D. Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Dennis-Yarmouth Regional School District website: www.dy-regional.k12.ma.us

E. Prevention and Intervention Plan

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

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

Dennis-Yarmouth Regional School District will administer a survey at least once every 4 years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey will be designed to protect student privacy and allow for anonymous participation by students. The principals will verify completion of the student surveys and all completed surveys will be sent to the Department of Elementary and Secondary Education.

IX. Problem Resolution System

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 are available at the Superintendent's office.

X. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no individuals 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 or other action under M.G.L. c. [71, §§ 37H](#) or [37H ½](#), 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, regardless of whether the Plan covers the behavior.

Adopted: November 16, 2015

Reviewed and Adopted with Revisions: August 13, 2018

STUDENT ABSENCES AND DROP OUT PREVENTION

"Students who are absent from school are not experiencing the curriculum and instruction that will help prepare them for success." (Massachusetts Consolidated State Plan under the Every Student Succeeds Act (ESSA), April 2017.) As part of the Massachusetts accountability system each district is required to improve performance in absenteeism rates. Specifically, the state is most concerned with the number of students who are considered to be chronically absent, meaning that they missed 10 percent or more of their days of enrollment in a public school. (Example, a student who enrolls in the district with only 60 days left in the school year and is absent 6 of those days is considered chronically absent.) The reason for the absence is irrelevant and any child who misses more than $\frac{1}{2}$ the school day must be considered absent.

The Committee recognizes students may be absent from school for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major holidays. However, the Department of Elementary and Secondary Education no longer differentiates between excused and unexcused absences.

The Committee recognizes that families of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Families should notify their child's school in the event of a planned or unanticipated absence. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified. School handbooks are online for each school and each has a section outlining the attendance expectations and procedures.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school's attendance team is charged with preventing chronic absenteeism. If your child is in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary

language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10 day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

Reviewed and Adopted with Revisions: February 25, 2019

STUDENT DISCIPLINE

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

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

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

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision

orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

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

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

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

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

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

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

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

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

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

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

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

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, 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 any other method of delivery agreed to by the Principal and the parent.

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

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

Superintendent's Hearing

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

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

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

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

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

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

Expulsion

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

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

Academic Progress

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

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

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

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

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

Reporting

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

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

SOURCE: MASC LEGAL REFS.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H3/4](#); [76:17](#) 603 CMR [53.00](#)

STUDENT DRESS CODE

Each school will have a dress code. Elementary, middle and high school codes will be consistent in expectations. The administration will establish specific standards of dress and appearance based on the following:

1. Attire shall be appropriate for all activities and not detract from the educational process, cause disruption or disorder.
2. Attire shall comply with school requirements for health and safety.
- 3a. Student attire may not contribute to a lack of student focus and attention nor show a lack of respect for the learning atmosphere.
- 3b. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities and consistent with health and safety guidelines.
 - o Head coverings which include caps, hats, bandannas, hoods, do-rags, scarves, and kerchiefs, etc. may not be worn unless required for religious purposes.
 - o The wearing of outdoor clothing and hats indoors is prohibited.
 - o Footwear that presents a safety hazard should not be worn. Local and state health laws prohibit bare feet.
 - o Clothing that is revealing or suggestive may not be worn. Beach attire is not appropriate for school
 - o See-through clothing, tube tops, tank tops, halter-tops, and bare midriffs are not considered suitable school wear.
 - o Shirts must provide adequate coverage and must be long enough to be tucked in.
 - o Shorts, skirts, and dress lengths must be appropriate.
 - o Garments with spaghetti strap tops must be worn with a tee shirt or top with sleeves.
 - o Appropriately sized pants must be worn; none falling below the waist. The showing of underwear is prohibited by whatever means but specifically through the wearing of pants at a level other than the natural waistline.
 - o Other inappropriate school attire includes, but is not limited to, sunglasses, and clothing or jewelry with vulgar, profane, ethnically derogatory messages, pictures or symbols of gangs, illegal substances, or alcoholic beverages.
- 3c. Dress may not be destructive of school property (e.g., shoes that scratch the floors, or cleats); articles of clothing or accessories that may pose a danger to self or others (such as heavy chains, those with weighted ends, and spiked bands or necklaces, wallet chains of excessive length).
- 3d. Dress or jewelry that is directed toward or intended to harass, threaten, intimidate, or demean an individual or group because of race, color, religion, national origin, ancestry, sex, age, handicap (disability), or sexual orientation; and clothing with words or graphics that promote the use of drugs, alcohol, tobacco, firearms or sexual activity are considered disruptive and therefore, prohibited.

This list is not intended to be all-inclusive. Fads and styles quickly change and in turn require the judgment of the school administration and staff in the areas of health, safety, and disruptions of the learning process. This judgment will be exercised with parental notification and anticipated support and intervention.

The students will be asked to change any inappropriate article of clothing. Inappropriate dress will be determined by the administrative staff. Refusal to cooperate with such a request to change will result in progressive disciplinary actions.

Students, staff, and parents will be responsible for choosing student attire that conforms to the guidelines established in each school. The administration will establish guidelines and is authorized to take action in instances where individual dress does not meet the stated requirements.

Students, faculty or parent groups may recommend appropriate dress for school or special occasions.

Adults are expected to support, model, and conform to the Student Dress Code while on school district property and at school functions.

The School Committee shall review the school dress codes, for adherence to School Committee Policy.

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine. SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

Reviewed and Adopted with Revisions: September 17, 2018

LIFE THREATENING ALLERGY POLICY

Dennis-Yarmouth Regional School District cannot guarantee that a student will never experience an allergy-related event while at school. Dennis-Yarmouth Regional School District is committed to student safety, and therefore, has created this policy to reduce the risk that children with allergies will have an allergy related event. **

There is an increasing prevalence of life threatening allergies in school age children. It is the goal of the Dennis-Yarmouth Regional School District to maintain a safe and secure environment for its students. The following policy is designed to maintain a safe and secure environment for students with life threatening allergies by defining (a) preventative measures and (b) emergency response procedures.

Standards for providing and maintaining a safe and secure environment for students with life threatening allergies will address the following four areas:

- “ Education and training shall be provided to all key personnel to include such things as epi-pen administration, emergency plans and procedures and implementation of a safe environment.
- “ Education and awareness training shall be offered to students and parents as necessary.
- “ Emergency plans and procedures shall be put in place for responding in a timely manner to emergency situations involving students with life threatening allergies.
- “ A safe environment will be provided to all school locations for students with life threatening allergies. The Superintendent shall assure that adequate procedures are put in place to monitor and enforce compliance with the Policy.

** Procedures will be developed by the Superintendent to accompany this policy.

LEGAL REF.: MA Dept. Public Health Reg. 105

CMR 210.000 to include appendix K

CMR 10.000