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## STRATEGIC PLAN AND GOALS

The three priority areas that we believe will improve opportunities and achievement for our students are captured in these three goals :

District Strategic Goals
1. UPS will design coherent systems to achieve excellence in teaching & learning by ensuring that all students are exposed to a comprehensive curriculum that meets or exceeds content standards and is presented in a manner that maximizes all students' learning.
2.. UPS will ensure the purposeful use of information by implementing and using a meaningful and informative data management system that is consistent, student centered and identifies strengths and needs of all students.
3. <i>UPS will</i> develop an efficient and responsive culture by working in collaborative, committed and effective teams that share common goals.

### **OUR COMMITMENT**

***We are committed to Leadership, Shared Responsibility, and Professional Collaboration to drive a culture of continuous improvement for the betterment of our students and families***

- *Administrators and teachers are jointly committed to and assuming shared ownership and collective responsibility for improving student achievement.*
- *Administrators and teachers actively monitor and assess the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.*
- *All stakeholders know and live the district core values and goals*

## Statement of Non-Discrimination

Uxbridge Public Schools is committed to promoting and maintaining an educational environment and workplace that is free of harassment and discrimination based on race, color, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, disability, active military or veteran status, genetic information or any other protected category as defined by state or federal law.

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

## **Principal's Message**

Dear Parents, Guardians, Students, and Community:

We are pleased to present the Uxbridge High School Student Handbook. The work represents both a revision of content and an examination to ensure that our procedures at UHS align with both current School Committee policies, trends in education, and our own core values and beliefs about student learning. In addition to traditional guidelines regarding attendance, academics, and deportment, we believe this document reflects not only our expectations for students, but also some of the traits we wish to see in our students as they graduate.

We emerge from the pandemic strong, cohesive, and committed. We are looking forward to the coming year and returning to some sense of normalcy, while working collaboratively to mitigate any challenges that come forward.

Most sincerely,

Michael D. Rubin, Principal  
Uxbridge High School

### **Handbook Revision Committee**

In accordance with Policy and Law, the Uxbridge High School handbook revision was proposed to the Uxbridge High School Council, and subsequently approved, in June 2021. w

**Uxbridge High School**  
**Contact Information**  
Main Office- (508) 278-8633

**High School Administration**

Mr. Michael Rubin, Principal  
Michael DiMeglio, Assistant Principal  
Christopher Carbone, Director of Athletics

**School Hours: 7:30 a.m.-1:55 p.m.**

**Important Telephone Numbers**

Main Office - Telephone	508-278-8633
Main Office - Fax	508-278-8647
Nurse	Extension 2102
Principal	Extension 7106
Vice Principal	Extension 7108

**District Administration**

(508) 278-8648  
Dr. Patrick Dillon, Superintendent  
Mr. Brian Hyde, Director of Finance and Operations  
TBA, Director of Curriculum, Instruction and Accountability  
Ms. Jennifer Ramsdell, Director of Pupil Services  
Mr. Patrick Mistler, Director of Technology and Information Services  
Mr. Scott Pashoian, Director of Facilities  
Ms. Kelly Haley, Director of Food Services

**School Committee**

Matthew Keane, Chair  
Deb Stark  
Brett Pomeroy  
Paul Paulino  
Dr. Lisa Mobley

Kim Cirrone  
Patrick Tuer

**Uxbridge High School Council, 2020-21**

Michael Rubin, Principal, Co-chair  
Tonya Allegrezza, Parent  
Nicole Bernasconi, Faculty  
Victor Collins, Student  
Emily Costa, Parent  
Elise Croteau, Student  
Natalie Daverio, Faculty  
Emily Fernandes, Community Member  
Melissa Fischer, Parent  
Drew Gauthier, Student  
James Hogan, Parent  
David Lyman, Faculty  
Mary Mangnall, Faculty  
Martha Ann Rolandelli, Student  
Alexandra Patterson, Student  
Mary Sherlock, Community Member, Co-Chair

**High School Curriculum & Instruction Leaders**

Tracy Larkin, Science  
Christine Prior, Mathematics  
Hurley Silbor, Social Studies  
Lisa Struppa, Visual Art  
Michael Smutok, Technology Education  
Sarah Gaudet, World Language  
Amanda Smutok, Student Services  
Alison Ciccone, School Counseling

**Building Secretaries:**

Deb Durkin, Jennifer Robertson, Rebecca Wise

**High School Faculty and Staff**

**English**

Sheila Bernard, Tyler Galicia, Micheline DeAngelis, Mary Mangnall, Adam Levine, Nicole Henderson

**ELL**

Angela Woislaw

**Fine and Performing Arts**

Claire Munley, Kathleen Penza, Lisa Struppa

**Library and Media**

Emily Charpentier

**Mathematics**

David Balunas, Susan Buckley, Kaitlyn Klosterman, Natalie Daverio, Suzanne Legere, Christine Prior

**Science**

Diana Daugherty, Brian McCauley, Tracy Larkin, Elliot Lui, Charlene Lussier, David Worden

**School Counseling**

Emily Cotter, Jamie Toto, Ashley Smith, Hilary Ritacco, Allison Ciccone, Heather Sawash

**School Nurse**

Tara Schiller

**Social Studies**

Frank Barbuto, Lauren Bouchard, Brian Grady, David Halacy, Hurley Silbor, Nicole Bernasconi

**Student Services and Support Staff**

Samantha Bailey, Cassandra Bancroft, Michael DeCoste, William Flanagan, Beth Ford, Catie Houle, Christine Keown, David Lyman, Amanda Smutok, Colleen Stewart, Anne Sweeney, Lori Tobin,

*Paraprofessionals:* Ronald Beaudoin, Stacey Burr, Laura Burgess, Holly Clement, Gabrielle Davey, Kathleen Fletcher, Beverly Graveson, Wendy Hamelin, Melissa Hendricks, Lynn Lopez, Gloria Ramos-Mahoney, Raisa Reitblat

**Technology Education**

Joseph Barros, Dan Sabourin, Melissa Silva, Michael Smutok

**Wellness**

Christine Ahern, Walter Berkowicz, Michael Catalano, Bethany Dzivasen, Jennifer Hill, Caroline Lozeau

**World Language**

Anna Drakulich, Sarah Gaudet, Molly Hendrickx, Cecelia Moquete

## CORE VALUES AND BELIEFS ABOUT STUDENT LEARNING

A member of the Uxbridge High School Community:

Shares responsibility for excellence and integrity

Perseveres through challenges and adversity

Accepts new ideas and thoughts

Respects self and others

Teaches effective communication, compassion, and balance

Accountable for a high standard of academics and behaviors

Nurtures personal independence and responsibility

We believe:

- That our entire community **shares responsibility for high standards of excellence and integrity**. All members share a love and passion for learning together, while communicating respectfully with one another. All members are encouraged to set goals, to express themselves, to embrace and engage students, and to commit to a continuous cycle of growth. Through these, we will foster academic, social, linguistic, and physical progress within a safe atmosphere.
- That our entire community must **persevere through challenges and adversity**, and that this determination will foster and teach grit, empathy, curiosity, and independence to students of all abilities. We believe that growth occurs when we turn failures into successes, enabling our students to feel confident every day. Through a supportive and safe learning environment, our students will take academic risks, develop grit, set and achieve goals, allow for individual exploration and growth, and leave UHS as citizens ready to contribute to society at large.
- That our entire community should be encouraged to **accept new ideas and thoughts**, to appreciate the differences in culture and experiences each person brings, and to have tolerance for different points of view and individuals. We believe in challenging ideas, but doing so respectfully and in a way that encourages diversity of thought.
- **That respect for self and others** is the cornerstone on which an effective classroom and school community functions. Through mutual respect, flexibility, and kindness, our teachers, parents, and students can work together toward common goals, supporting each other and collaboratively engaging in the learning process and building toward student growth.
- That a primary responsibility is to **teach effective communication, compassion, and balance** between the mind, body, and spirit of our students. We believe learning has both a practical and authentic side, which we can differentiate to accommodate different student strengths. Students need to be able to use knowledge, both analytically and creatively, which will enable them to be successful after their time at UHS.
- In holding all members of our community **accountable to high standards of behavior and academics**. We believe in being flexible, embracing differences and challenges, and working together with optimism and patience toward common goals, be it in the classroom or through the extracurricular program. We believe individuals should take ownership and be responsible for their choices, actions, and achievement.

In **nurturing an environment that balances independence with collaboration, builds personal responsibility, and creates ownership of choices and achievement**. In helping students achieve beyond what they think they can accomplish, all members of our community are expected to set challenging, attainable goals that continuously drive a pattern of self-improvement. We believe in teaching self-discipline, time management, and lifelong learning.

## School Day Routines

### Arrival at School

The school opens at 7:00 a.m. for school drop-off. We are unable to accommodate earlier drop-offs as there is no adult supervision before this time.

### Communication

If there is a situation at home that might affect your child, please let the teacher, school counselor or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc. We want to support your child, so please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

iParent and iPass is the student information system used by the Uxbridge Public School System. Families will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.

Blackboard ConnectEd is our Community Outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

### Contacting the School

The UHS staff wants to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, vice principal, or guidance counselors are additional resources.

It is extremely important that the school office be notified as soon as you have a change in your contact information. If you have an address change and receive bus services, our Transportation Department needs several days to make new arrangements. **Your current telephone number is necessary so we can always reach you to ensure your child's safety. Please call the UHS Main Office to update any changes to contact information.**

### Contacting Teachers and Staff

The telephone listing for teachers is their voicemail. Please make sure you leave a message with your name, your child's name, and the time and nature of your call. When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line to ensure your message gets through the district firewall. Teachers typically check email and voicemail once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session.

If you would like to contact your child's teacher, you may

- write a note to the teacher and send it in with your child;

- call the teacher's voicemail number; or
- send the teacher an email. (Staff email addresses can be found on the school website: <https://www.uxbridgeschools.com/uhs>)

In an emergency, please contact the main office at 508-278-8633 and speak with the school secretary.

### **Contacting Students**

When it is necessary to get an important message to your child during the school day, leave the message with the school secretary at 508-278-8633. Students are not to carry and keep cell phones on during the school day. The secretary will make sure your child receives your message. Children are not allowed to be called out of class to take phone calls from parents. In order to minimize class interruptions, please limit messages to topics such as family illness or a parent being absent from home after school. All after-school arrangements should be made ahead of time.

Please do not contact students by texting students while in class, as this can sometimes create an unintended distraction.

### **School-Home Communications**

#### ***Report Cards and Conferences***

Report cards are sent home with children four times annually: at the end of each quarter or marking period. Dates are set by the district at the start of every new school year. An additional parent signature page is included in the envelope.

Conferences between teachers and parents are held in November and February. A specified Thursday afternoon early release day is used for this purpose as well as a selected evening. However, a conference may be held at any time the teacher or parent feels it is necessary. The Bilingual staff are available to help with parent conferences and communication.

#### ***Meet the Teacher Night***

Meet the Teacher night is held early in the fall for parents only and provides one of the first opportunities during the school year for parents and teachers to meet each other. In your child's class the teacher will give an overview of the grade level curriculum and expectations for the year. This is a perfect opportunity to introduce yourself and familiarize yourself with your child's classroom materials and activities. Conferences will be scheduled for a later date to discuss your child's progress.



## **Bell Schedule**

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Period 1	A 7:30-8:25 (55)	G 7:30-8:25 (55)	F 7:30-8:25 (55)	E 7:30-8:25 (55)	D 7:30-8:25 (55)	C 7:30-8:25 (55)	B 7:30-8:25 (55)
Period 2 Mask Break	B 8:25-9:35 (70)	A 8:25-9:35 (70)	G 8:25-9:35 (70)	F 8:25-9:35 (70)	E 8:25-9:35 (70)	D 8:25-9:35 (70)	C 8:25-9:35 (70)
Period 3	C 9:35-10:30 (55)	B 9:35-10:30 (55)	A 9:35-10:30 (55)	G 9:35-10:30 (55)	F 9:35-10:30 (55)	E 9:35-10:30 (55)	D 9:35-10:30 (55)
Period 4	D 1030-12:20 Lunch + Class	C 1030-12:20 Lunch + Class	B 1030-12:20 Lunch + Class	A 1030-12:20 Lunch + Class	G 1030-12:20 Lunch + Class	F 1030-12:20 Lunch + Class	E 1030-12:20 Lunch + Class
Period 5	E 12:20-1:10 (50)	D 12:20-1:10 (50)	C 12:20-1:10 (50)	B 12:20-1:10 (50)	A 12:20-1:10 (50)	G 12:20-1:10 (50)	F 12:20-1:10 (50)
Period 6	F 1:10-1:55 (45)	E 1:10-1:55 (45)	D 1:10-1:55 (45)	C 1:10-1:55 (45)	B 1:10-1:55 (45)	A 1:10-1:55 (45)	G 1:10-1:55 (45)
Drop	G	F	E	D	C	B	A

## **School Calendar And Closure**

The Uxbridge Public School calendar is set each year by the Uxbridge School Committee and is found on the district's website and sent home with your child at the beginning of the school year. We encourage you to go to the individual school calendars which can be found on the district website, [www.uxbridgeschools.com](http://www.uxbridgeschools.com).

The calendar includes early release days and pre-approved school closures. It is important that parents mark their calendars with all dates and times when school is not in session to ensure appropriate child care during these times.

### **Early Release Days**

Early release days occur throughout the year for professional development or parent-teacher conferences. Dismissal on early release days is 10:30 a.m.

### **Early Holiday Dismissal and the Last Day of School**

On Wednesday before Thanksgiving, dismissal is at 10:30.

On the last day of school children are dismissed at 10:30.

No lunch is served these days.

### **Professional Development Days**

A number of early release days during the school year are designated by the School Committee for teacher in-service training. The purpose of these trainings is to provide teachers the opportunity for cooperative planning, program and curriculum development. Typical workshop agendas include preparation of grade level instructional materials, training sessions of new teaching techniques, and meetings to revise curriculum. The meetings are valuable in strengthening the program for our students.

## **School Closure Information**

### **No School Announcements**

Announcements will be made using the Blackboard notification system that utilizes email and phone contact information on file with the school. Our website, social media and email will also be utilized when possible.

No School Announcements will also be carried on the following television stations:

WBZ-TV - Channel 4

WCVB-TV - Channel 5

WHDH-TV - Channel 7

### **Delayed Openings**

There may be occasions when conditions justify delaying the opening of schools by one or two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. For example: if a bus run normally starts at 7:30 a.m., and a two hour delay is announced, the bus run will begin two hours later at 9:30 a.m. Since the high school will normally begin classes at 7:30 a.m., a two hour delay would mean school will begin at 9:30 a.m. School lunches will be served as usual on days when the school opening has been delayed. Delayed opening announcements will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

In the event of a delayed opening, school start times will be delayed by 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning Preschool classes will be

cancelled when the start of school is delayed. There will be no change in afternoon Preschool hours on delayed opening days. Dismissal for afternoon Preschool will be at the regular time.

### **Early Dismissals**

In the rare cases when school will be dismissed early because of worsening storm conditions or other emergencies, an announcement of the time of dismissal will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

**It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers that will be called through our Blackboard communication system.**

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

*It is imperative that each child knows where to go in the event that a parent cannot be notified.* For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

## **Cafeteria**

Free and reduced breakfasts and lunches are available for those who qualify. Applications are sent home the first day of school, and are available by request throughout the school year.

Lunches will be available free of charge for all students during the 2021-22 school year. Each student will be permitted to have a single free lunch each day.

The cafeteria uses a Computerized Cash Register System. A debit system which allows the convenience of prepayments, anonymity to students who receive free or reduced meals, and alerts the cafeteria staff to any restrictions or food allergy information about your child.

Any students who wish to make additional, a la carte purchases must use an assigned PIN code, which they enter at the cash register, whether they prepay or not. PIN# cards will be distributed at the beginning of the school year. Your child's teacher and the cashier will also have their PIN# in case your child forgets. It is best if your child memorizes their PIN# so they don't have to carry a card.

We encourage parents to use the prepay option. It eliminates the hassle of looking for money everyday & lost lunch money, and speeds up the lunch line.

Throughout the lunch period, students are to clean-up, including picking up papers from the floor. Due to the large number of students in the cafeteria at one time, it is essential that a cooperative attitude be shown. Students are reminded that it is their obligation to clean their area of the cafeteria when requested to do so by a teacher or monitor. The use of cell phones and other electronic devices are permitted during the lunch period.

## **Attendance**

### **Philosophy**

Regular attendance is an important factor that contributes to students achieving their full academic potential. Without such attendance, the necessary continuity of learning is disrupted. We believe that there is value in classroom experiences that can never be replaced by after school help. Students who are frequently absent seldom fully develop necessary skills, concepts and individual talents.

The Commonwealth of Massachusetts supports the philosophy of the Uxbridge Public Schools as evidenced by **Chapter 76, Sections 1 and 2 of the Massachusetts General Laws** allows no more than seven absences in any period of six months.

**Massachusetts General Laws, Chapter 76, Section 2 - Duties of Parents: Penalty** puts the responsibility on the parents to ensure their children are attending school regularly. “Every person in control of a child described in section one shall cause him to attend school as therein required, and, if he fails to do so for seven day sessions or fourteen half day sessions within any period of six months, he shall, on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars.”

Attendance of students is required on all scheduled school days. If a child is absent, it is the responsibility of the parent/guardian to call the school each morning of the absence by **8:30 AM**. Parents/guardians should call the main office at **508-278-8633**.

### **The following will not count towards the No Credit limit/semester**

1. Illness (notification to school by parent/guardian phone call the day of absence)
2. Visit to Physician (verification from parent/guardian or doctor)
3. Bereavement of a family member
4. Religious Holiday
5. College or other post-secondary school visit followed by verification of a note from the post-secondary school
6. School-sponsored event
7. Required court appearance
8. School-sanctioned field trips
9. Medical waivers approved by the Principal
10. In-School or Out-of-School Suspensions
11. Parent call or notification
12. **Administration reserves the right to approve or disapprove a student’s absence as well as question a parent/guardian note.**

### **Unexcused Absences**

- Any undocumented absence (no notification by parent/guardian) will be considered a truancy and will result in disciplinary action.
- Students will receive zeros for any class work missed as a result of a truancy.

### **Credit Loss: No Credit (NC) Rule**

- Students receive full credit except when they exceed **7 absences (unexcused) in a class per semester.**
- A NC is an attendance grade that is equivalent to a 59. If a student's average is below a 59, s/he will receive the lower grade.
- A student absent from school may not participate in, or attend any, school-sponsored activities that are held the same day (or over a weekend or vacation) unless given permission to do so by the Principal or his/her designee.
- Each teacher will record absences, tardiness and dismissals in order to determine when a student has exceeded seven absences (NC) in each semester. While students and parents/guardians have first-hand knowledge of how often they are out of school and therefore are responsible for making sure they do not risk losing credit, teachers will make reasonable efforts to inform parents /guardians when their child is in danger of receiving a NC.

### **Dismissal**

- Any student with permission to leave school prior to the end of the normal school day will be considered dismissed.
- Any student dismissed from school due to health reasons will not be allowed to participate in any after school activity unless they return with a doctor's note clearing them to participate, or the pre-approval of the Principal.
- Early dismissal requests from a parent/guardian for students must be turned in to the Main Office upon the student's arrival to school in the morning. The dismissal note must be signed by the parent/guardian and a telephone number where they can be reached must also be included. It is the student's responsibility to obtain all make-up work due from his/her teachers.
- **A student who is dismissed and who does not return for classes that day, will not be allowed to participate in after school activities unless the student presents a written excuse, or another substantial cause, to the Principal/ Assistant Principal.**
- The nurse or administration may dismiss a student leaving the building for illness or any other unforeseen emergency. In those cases, the parent will be required to come to the office to dismiss his/her child unless other arrangements are agreed upon with the nurse or administrator.

### **TRUANCY**

In accordance with MGL Chapter 76, Section 2 and Chapter 72, a student under sixteen (16) years of age with more than six (6) absences in a six month period will be considered truant if the excuse is other than what is accepted under this policy.

Students who are truant shall be reported to their parent/guardian by the Administration as required by statute. As well, UHS administration reserves the right to contact Uxbridge Police Department, if circumstances warrant such an action.

A **CRA** (Child Requiring Assistance) may also be filed with the Milford Juvenile Court for any student that is habitually truant or has an excessive number of absences.

### **Attendance Committee**

The purpose of the Uxbridge High School Attendance Committee is to review the reasons for a student's absences and determine if there are any extraordinary circumstances that would cause a waiver to be granted. The membership of the committee shall consist of the following:

- Administrator
- The student's Guidance Counselor
- School Nurse
- A Faculty Member
- School Resource/Attendance Officer (if needed)

The Attendance Committee will also consider potential credit restoration plans, future consequences, parent interventions, etc.

### **Tardiness to Class**

Each teacher will address the issue of tardiness with the student through parent contact, teacher detention, and application of the minimum attendance policy. Students who are late to class will not be sent to the office for a pass. Any student who is more than 20 minutes late to class will be considered absent from that class.

### **Absence from School**

Absence - Less than 4 full periods of attendance in one day is considered absent from school

### **Excused Absences**

An excused absence is defined as an illness, death in the family, medical procedure, family emergency, or a religious holiday. A parent is asked to call and report the absence prior to 9:00 a.m. Calls will be made home to notify the parent of said absence, including in cases when the student is of age of majority.

If unable to collect work during an illness, the student will be given the work upon return. The student has the length of time of the absence to complete the work. Parents and students may discuss an extension with the teacher if needed. In many cases, work is posted online via Google classroom, so students may check the appropriate site for work assigned in the case of absence.

### **Absences Due to Vacation**

Every effort should be made to schedule family vacations to coincide with the school calendar, these are unexcused absences. The school does not condone or encourage vacations during school time. If a student is out of school due to a vacation, the teacher is not responsible to prepare missed class work ahead of time for the student. Lesson plans and instruction adjust and change on a regular basis throughout the week. A packet of work will be collected during the absence, the child will receive it upon return. The student has the length of the absence to complete and return the work to school. Please inform the teacher and the office of planned absences.

Be aware some instruction will be lost during an extended absence, and teachers will not be expected to repeat all information that was covered during their absence.

### **Third Tardy:**

Upon entering the school late for the third time in the Term or Quarter,

- the student who arrives to school with an unexcused tardy will automatically receive an office detention of 30 minutes. The student will have five school days to fulfill the disciplinary obligation.
- Until the obligation is met, a student is not eligible to participate in extracurricular activities, including athletics, unless arrangements are made with the student's assistant principal.

It is expected that the student will be RESPONSIBLE for his/her actions, and will make this arrangement. Any student who fails to serve the detention within five days will be assigned a Saturday detention.

### **Sixth Tardy:**

Upon the 6th Tardy in an academic Term or Quarter:

- The student will be assigned two office detentions, which, again he/she will have five school days to fulfill.
- The student will lose senior privileges.
- The student will lose his/her social privileges (dances, etc) and extracurricular eligibility for the remainder of the quarter. Extracurricular activities include sports, clubs, dances, etc. Students will be ineligible for membership on athletic teams and clubs, and attendance at school sponsored activities including the prom, other dances, and end of the year activities. This policy will reset anew each quarter.
- Students will be able to apply for restitution of privileges based on a conversation and agreement with the assistant principal.

### **Tenth Tardy/18 Tardies Per Year**

Upon the 10th Tardy in an academic Term or Quarter, or 18th Tardy in the academic year:

- A letter will be sent to the parents informing them of the truancy process for students with 10 or more unexcused tardies.
- The Attendance Officer may make a visit to the home to speak with the family regarding the possible report to Court for repeated issues of truancy.
- Students will lose the privilege of participating in social and extracurricular activities, including athletics, for the remainder of the school year.
- Students will be able to apply for restitution of privileges based on a conversation and agreement with the assistant principal.

### **Age of Majority**

Students who have reached the age of eighteen have full legal capacity, pursuant to M.G.L. c. 231, § 85P [Age of Majority; Legal Capacity]. This means that the student will be an adult with all of the accompanying rights and privileges. He/She will be solely responsible for all school-related matters, including but not limited to, educational decisions, compliance with attendance policies, and disciplinary actions. Parental permissions, etc., as they relate to all school-related matters will no longer be applicable. For example, students may dismiss themselves from school, and they will be held accountable to schoolwork missed while out.

Pursuant to Department of Secondary and Elementary regulations, parents of students who have reached the age of eighteen continue to maintain their rights related to the student's records, unless expressly

limited, in writing, by the student. Regardless, parents always have the authority to inspect the student's records upon request (603 C.M.R. 23.01). Unless School Administration is notified otherwise in writing by the student who has reached the age of eighteen, parents will continue to receive school-related correspondence and notifications regarding their student.

For any off campus school event, trip, etc., the student will be required to fill out a health care proxy form that permits the chaperone to execute decisions on behalf of the student in the case of medical emergency. Failure to comply will result in school permission to attend said event being denied.

## **Registration**

### **Registering New Students**

Parents registering a new child will do so at the school building in which the child will attend. Registration forms are found on the district website <https://www.uxbridgeschools.com/> and should be brought to the school. Parents must meet with the School Nurse prior to their student beginning school. Proof of current vaccination, health history, and appropriate health records must be submitted. The nurse will clear your student for school entry at that time. The nurse will be able to assist you with applications for health insurance, obtaining a Pediatrician or any health care and referrals for needed medical services. Also required is proof of residence, birth certificate, records from previous school. If applicable, 504 plan, IEP, proof of guardianship, and residency affidavit.

### **School Photographs**

In the fall of each year, a school photographer is contracted to photograph each child at UHS. Families will be provided with purchasing options.

## **Transportation**

### **Transportation Services**

*Uxbridge School Committee Policy EEAA*

Massachusetts General Law Chapter 71, Section 68 requires free public transportation for students only if they are in grades K-6 and only if they live more than two miles from the school they are entitled to attend.

The Uxbridge School Committee has set the following mileage guidelines:

#### **All Students Grades K through 6:**

- Students who live more than 2 miles from school: Eligible for free bus transportation by law
- Students who live more than 1 mile, but not more than 2 miles from school: Eligible for bus transportation, subject to bus fee
- Students who live 1 mile or less from school: Not eligible for bus transportation from home residence

#### **Grades 7:**

- Students who live more than 1 mile: Eligible for bus transportation, subject to bus fee
- Students who live 1 mile or less from school: Not eligible for bus transportation from home residence

#### **Grades 8 through 12:**



- Students are eligible for bus transportation

### **Eligibility**

Eligibility for transportation services is determined by the location of the student's home in relation to the school to which the student is assigned, and does not entitle the student to door-to door service. If a student is not eligible for transportation as provided for by this policy, the parent/guardian is responsible for assuring that the student gets to and from school safely.

Students with special needs who attend out of district placements (outside the Town of Uxbridge) and ride special vehicles or vans are NOT subject to the mileage boundaries or the fee. Students with special needs who attend Uxbridge Public Schools are subject to the mileage boundaries and the fee under the same provisions as other students unless they have "special transportation" by a "special vehicle" indicated in their individualized plan (I.E.P). Students with special needs with these two provisions in their I.E.P. will be transported regardless of mileage and are NOT subject to the fee. Students who have a 504 plan are subject to the fee under the same provisions as all other students.

### **Bus Routes and Stops**

School bus stops will be at centralized locations. Students are not entitled to street-by-street or door-to-door pickup and/or delivery. All routes and stops will be determined using these guidelines:

- Bus capacity
- Length of bus routes and travel time
- Distance that an eligible student would be required to walk to a bus stop, which will not exceed the statutory limit of one mile
- Grade of student(s) to be transported
- Student's individual Education Plan (IEP) or 504 plan
- Buses will not travel into cul-de-sacs or travel on unapproved town roads.

It is the responsibility of the parent/guardian to ensure safe passage of his/her child over roadways to an established bus stop. It is the responsibility of the parent/guardian to ensure the safety of his/her child at the established bus stop. The district's responsibility begins when the child boards the bus at the pickup location and ends when the child disembarks the bus at the assigned drop off location.

Students must be picked up and dropped off at the same bus stop location five days a week. Whichever bus stop a student is picked up at in the morning, must be the same bus stop the student is dropped off at in the afternoon. A note requesting the student take the bus to/from a different bus stop on any given day is not acceptable.

Exceptions to any of the above guidelines may be made at the discretion of the Superintendent.

### **Request/Complaint Procedure**

Requests/complaints must be submitted in writing to the transportation coordinator. A response will be provided within five (5) school days of receipt. In accordance with the Massachusetts General Law, a complaint concerning the district's compliance with the law may be made to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906.

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

### **EpiPens**

- 1.) The district will request a written copy of the bus company's policy on the handling of students with Life Threatening Allergies (LTA's). If no policy exists, the district will work with the bus company to clearly outline the expectations of the district to ensure the safety of identified students to and from school.
- 2.) The district will work with the bus transportation company to provide proper training on LTA's and the appropriate use of EpiPens.
- 3.) Once authorization is received from the parent/guardian to release student information, the district will notify the bus company of students with identified allergies. The bus company will notify the drivers of identified students who are on their driving routes.
- 4.) If the student is to carry an EpiPen to and from school, it is the responsibility of the parent/guardian to inform the bus driver of the location of the EpiPen in the student's backpack. It is strongly encouraged that the EpiPen remain in the same location to ensure timely access in the event it is needed. The EpiPen is to be properly labeled with the student's name.
- 5.) The parent/guardian will contact the Business Office if there are any concerns or questions regarding the transportation of identified students with LTA's.

### **RETURN TO SCHOOL FOLLOWING CERTAIN CIRCUMSTANCES**

Prior to a student's return to school from incarceration, medical or behavioral facilities, a re-entry meeting will be requested to discuss re-entry and facilitate a successful transition back to school. A discharge summary will be requested indicating the student is medically able and safe to return to school.

In the 2021-22 school year, Uxbridge High School will be piloting the HEART program, which will serve as an opportunity for students to be reintegrated into school with a formal program. This will be guided by the MTSS process in consultation with school counselors, administration, and parent.

## **ACADEMIC EXPECTATIONS**

### **COURSE SELECTION GUIDELINES**

Every student in grades 9-12 must select a minimum of 14 credits per school year. Semester courses that meet full time will earn 1 credit and yearlong courses that meet full time will earn 2 credits.

Uxbridge High School offers a rich and varied curriculum in a state of the art facility for students in grades eight through twelve. Our students build upon a strong foundation for learning in grade eight, and have the opportunity to follow a variety of accelerated pathways in the Humanities and the STEM related subjects. Advanced Placement courses are available in all core academic subjects and the Arts, and we offer a diverse selection of courses to match every student's interest. Our Experiential Learning allows students the option to engage in independent study, internships, and international learning experiences. Uxbridge High School students must be enrolled in a class in every block in the school's schedule, each semester, to be considered full-time.

- Each student must be enrolled in seven courses each semester.
- When selecting electives at the next highest level in given subject areas, students must meet the prerequisites, as outlined in the approved Program of Studies, for each course.
- Any exemption or adaptation to the Physical Education requirement must be verified by a physician or approved by administration.

The program selected by the students in the spring of each year, represents their final selection of courses with the following exceptions:

- The student has satisfactorily made up failed courses during the summer.
- A student achieves, through summer school, prerequisite grades in sequential subjects.
- A student's educational objectives have clearly been altered and an interview with the Principal or counselor before the opening of school determines a course change is appropriate.
- In general, program changes will not be allowed unless unusual circumstances present themselves. The Principal's approval may be required for program changes.

### **EXTRA HELP SCHEDULE**

Teachers will make themselves available in their assigned room for extra help at the end of the school day. At the onset of the semester, teachers will communicate their day of after school help in their course syllabi, and many teachers will avail themselves upon request. Students and parents are directed to communicate directly with teachers as to availability during both after school, before school, and flex time.

### **GRADING PROCEDURE**

The Uxbridge High School report card has two distinctive marks. The first mark focuses upon – *Scholarship*. Additionally, the UHS report card contains a comment section, whereby faculty members provide information to students and their families feedback on student accomplishment of the schoolwide learning expectations.

### **SCHOLARSHIP**

A-, A, A+ (90-100)      Denotes superior work

B-, B, B+ (80-89)	Denotes good work
C-, C, C+ (70-79)	Denotes average work
D-, D, D+ (60-69)	Denotes passing work
F (Below 60)	Denotes course failure, no credit

### **PROFICIENCY-BASED GRADING**

Several disciplines have adopted proficiency-based grading procedures, also known as “standard-based grading.” In these cases, a numerical average will not be provided and the course will not factor into the student’s Grade Point Average. For the purpose of eligibility for athletics or activities, a student must have earned at least a “2” on the 1-4 scale to be considered passing.

Courses graded on the proficiency-based scale include internship, work experience, Capstone, and all World Language courses as of 2020-21.

### **WEIGHTED GRADE POINT AVERAGE (WGPA)**

The following “Levels” are used to calculate student GPA. *NOTE: This WGPA scale is used for honor roll determination only and will not appear on report cards.*

ADVANCED PLACEMENT COURSES.....	WEIGHTED 1.10
HONOR COURSES.....	WEIGHTED 1.05
ALL OTHER COURSES.....	WEIGHTED 1.00

### **VALEDICTORIAN AND SALUTATORIAN**

Valedictorian (ranked 1 in class) and Salutatorian (ranked 2 in class) will be determined at the end of the final marking period of grade 12. In the case of a tie for Valedictorian, UHS will calculate the GPA up to three decimal points to determine ranking. If the tie still remains, Co-Valedictorians will be named. Transfer students must attend Uxbridge High School for both semesters of their junior and senior year to qualify for Valedictorian or Salutatorian status. Any transfer student who has not met the above criterion will receive an equivalent rank for college application purpose. He or she will be ineligible for Valedictorian or Salutatorian.

The practice of reporting class rank on transcripts and publicizing class rank is eliminated beginning with the Class of 2019.

### **Graduation Requirements.**

Students must pass the following courses with a final average of sixty (60) or better and the minimum cumulative credits indicated in order to graduate from Uxbridge High School.

AREA	SEQUENCE REQUIREMENTS
English	<a href="#">See program of studies link</a>
Mathematics	<a href="#">See program of studies link</a>
Science & Technology	<a href="#">See program of studies link</a>

Social Studies	<a href="#">See program of studies link</a>
World Language	<a href="#">See program of studies link</a>
Physical Education	<a href="#">See program of studies link</a>
Health	<a href="#">See program of studies link</a>
Fine Arts	<a href="#">See program of studies link</a>

Massachusetts Law requires that all students awarded a diploma must have earned a competency determination and fulfilled local graduation requirements. Competency determination is achieved by receiving a passing score on MCAS exams identified as requirements to receive a diploma. Students who meet local graduation requirements but do not earn a competency determination will receive a “Certificate of Attainment” instead of a diploma.

## 2. Credits

- 2.1 “Structured learning time” shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the core subjects. In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school to work programs, and statewide student performance assessments.

Students who do not earn the minimum credits will receive written notice and revised “Four Year Plan” outlining courses needed in order to graduate by senior year. This communication will accompany their report card sent from the Guidance Department.

- 2.3 Dual enrollment courses that support a student’s high school graduation requirements may be taken at a college/university. Credit will be awarded on the basis of equivalent content as determined by the Principal.
- 2.4 Students will receive credit for the same subject only once, except with approval through IEP process or by the Principal.
- 2.5 **Class of 2021, students must successfully complete 50 credits. Class of 2022 and all classes thereafter, students must successfully complete 50 credits.**

Students are also required to attend classes for four full years in order to graduate.

- 3 Parents/guardians of seniors will be notified at the end of the first semester, by registered mail, return receipt requested, that the student is in danger of not graduating due to loss of credit. Such notice shall include a request that the parent/guardian call for an appointment with the guidance counselor to review the student's record and a statement of the procedures for making up lack of credit.

4. In accordance with IDEA 2004, any student for whom the Uxbridge Public School System is responsible for will be allowed to participate in and/or receive an Uxbridge High diploma upon completion of the requirements in Section 1 (listed above) or the requirements specified in the Individual Education Plan.
5. Students who fail a subject needed for graduation from Uxbridge High School must make up that course. Make-ups may be completed as follows:
  - 5.1 Studying the failed subject during the summer immediately following the year in which the course was failed. The grade earned at an approved summer school will be averaged with the numerical grade of the failed class
  - 5.2 Studying a previously failed required course at a state or private college or university at which a three (3) credit course would equal a full-year high school course.
  - 5.3 Physical Education/Health make up credits are awarded on a Pass/Fail basis, if the course is not retaken at Uxbridge High School.
  - 5.4 Taking the course over at Uxbridge High School prior to graduation.
  - 5.5 Foreign Language  
Students failing a Foreign Language course must either successfully repeat the failed course or attend an approved summer school.
  - 5.6 Independent study of a course at Uxbridge High School not previously taken. The course must contain a minimum of 73.75 hours of structured learning time as outlined in the student's Independent Study Contract, for each credit.
6. The Graduation Review Committee (GRC) will consist of the Principal, Assistant Principal, School Nurse, Teacher, and the Student's Counselor. The members will serve a one-year term. The committee will review, upon request, the **local graduation requirements**. A student will have the opportunity to substantiate that he/she has made every effort to meet these local graduation requirements, including efforts to make up courses and earn back lost credit due to absence. Due to his/her unique circumstances, the GRC may develop an alternative program for this student, including waivers of required courses to allow the student to obtain a high school diploma or Certificate of Attainment. The Superintendent will be informed when a waiver is granted.
7. Credit for a failed subject is contingent upon following the make-up procedures correctly. The Principal has the authority to approve make-up credits in accordance with this procedure.
8. Further Requirements:
  - 8.1 Each high school student must carry the equivalent of 14 credits each school year, through both half-year and full-year courses.
  - 8.2 When selecting electives at the next highest level in a given subject area (s), students must meet the prerequisites for each course as outlined in the approved program of studies.

8.3 Physical Education may be omitted with a valid medical excuse from a physician. In some cases, a physical education class may be waived should a student take an additional course in its place and provide justification for maintaining physical well-being.

### **Promotion Requirements:**

2020-2021 School Year:

To be classified as a sophomore, a student must have earned 12 credits;

To be classified as a junior, a student must have earned 24 credits;

To be classified as a senior, a student must have earned 36 credits.

### **PARTICIPATION IN GRADUATION**

Participation in graduation is a privilege, not a right. Participation in graduation exercises and/or senior week activities may be revoked as a disciplinary consequence, particularly for any infraction that occurs in conjunction with senior activities, proms, trips, or events.

A senior may be afforded the opportunity to participate in graduation exercises even if s/he has not met all graduation requirements. In these cases, the parent, student, and student's counselor will meet with the principal to determine what steps must be met following the graduation date and if the student will be permitted to participate. A student who has not yet met all graduation requirements but has been granted the privilege of participating will not receive his/her diploma at the graduation ceremony.

### **Course Registration and Change Procedure**

The UHS Program of Studies will be published on an annual basis, typically for a distribution in February of the academic year for the following year. During the days and weeks that follow, students will be encouraged to discuss their future course selections with their teachers, who will provide a signed endorsement of the student's course selections.

In situations where a student's desired course of study and teacher recommendation do not align, the student may initiate a conversation with the teacher in which the teacher will submit the course override form to the school's counselor. This process will indicate the student's desired course, the course the teacher recommends, and the receipt of signature from parents and students indicating that they understand that they are undertaking a course different from the school's recommendation. Thus, should a student wish to change from that class, the student and parent acknowledge that said change may not be possible.

The course and teacher schedules are developed based on information that we receive from students, teachers, and their parents or guardians in the winter and spring about course choices. Thus, schedule changes may not be permitted unless certain conditions are met.

Generally, three questions will be asked:

1. Has all work on the course the student wishes to drop been completed?
2. Has the student arranged for and completed extra help with the teacher on an individual basis?
3. Is, after answering affirmative to those questions, the student is still failing the class? (Note: a grade of C is not an F).

Students and parents will also acknowledge that even if a schedule change is desired, logistics may not make the change possible after the start of the new academic year.

There shall be no change to a student's grade for moving from one class to another, particularly if there is a level change. The student's grade will transfer exactly from one class to another, regardless of level.

Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends are inappropriate reasons for a schedule change and will not be honored.

A copy of the Course Change Request Form can be found on the scheduling website. This procedure has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring, while having thoughtful, responsible conversations with counselors, teachers, and parents about the specifics of a given schedule.

### **Final Assessments**

All courses will have a final assessment. In some cases, these will take the form of traditional examinations, while other teachers may use the opportunity to provide students authentic, alternative, and project-based assessments. For year-long courses, the final assessment will be worth 7.5% of the final year average.

Seniors who maintain a numeric grade average in year-long, major courses may be exempted from taking a final exam. To be eligible for exemption, a senior must maintain a grade of 90 for the first three quarters, including the mid-year exam. This same standard is applied for seniors in a half-year, first semester class - a grade of 90 will exempt the senior from the end-of-course assessment.

Seniors who are enrolled in a science course through Project Lead the Way are not exempted from any final exams/assessments.

Should a student wish to reschedule a final exam, s/he must provide documentation to an administrator outlining the reason for the rescheduling. The administrator will provide a form for the student to issue to his/her teachers detailing whether the final will be scheduled to an earlier date or deferred.



### **Make-up Work**

Students will be provided an opportunity to complete assignments missed due to explained absences under the following conditions:

1. Time allowed to complete work is equal to the number of days absent. For extraordinary situations, teachers or administrators may grant additional time.
2. Students may complete work for time missed because of actions initiated by the authorities of the school. Therefore, pupils who are suspended are allowed to make up all work.

The responsibility of collecting make up work as well as rescheduling missed tests and quizzes falls solely with the student, who will consult with teachers and counselors.

### **Progress Reports**

**Grades will be posted via iParent at the half-way point of each marking period.** The third term progress report will, if necessary, include a statement regarding the Summer School Policy and indicating the student's status regarding Summer School.

### **INCOMPLETE GRADES**

A grade of "incomplete" is placed on a report card only if the reason for not completing the work is beyond the control of the student (e.g., lengthy illness, illness at the time of a major test which could not be made up in time)

- When a student receives a grade of "incomplete" in a subject for a term, the student must complete all work for the term within 10 school days after the close of the term. **Should the student fail to make up all work within ten school days, the student will receive a failing grade for that work not completed.** A grade of "incomplete" cannot be credited for inter-scholastic eligibility.
- Final exam make-ups must be completed within 1 week unless granted an extension by the Principal. Students must apply for a waiver from the Principal.
- Exceptions to this procedure may be approved by school administration.

### **Summer School**

To enroll in a Summer School Program, a student must obtain written permission from the Principal prior to enrolling. In order to be eligible to receive credit in a Summer School Program, a student must meet the following requirements:

1. **Students must have at least a "50" final average in the Uxbridge High School course. Administration will reserve the right to approve students for summer school who have a final grade lower than a 50.**
2. The summer school grade will be input on the transcript with a grade for the purpose of calculating credits. The student's grade in the UHS class will remain on the transcript.

3. All grades received from courses taken in summer school will be entered on both the student's permanent record card and the transcript but will not be used in computing cumulative grade point average.

4. Students may only take courses at an accredited summer school program with an approved curriculum. **We recommend students enroll in Uxbridge's partner online program for this purpose.**

5. A subject area test may be required at the completion of the summer school course. This test will be averaged in as 20% of the summer school grade.

### **Tutoring**

A student, with administrative approval, may receive private tutoring equivalent to the number of hours he/she might have received in a regular session of summer school. In addition to this private tutoring, a student must pass an exam approved by the appropriate department. The administration must give approval prior to the tutoring.

The school will provide tutoring for a student who is ill for a period of at least two weeks. Parents should notify the Guidance Department when an extended illness or recuperation period occurs so that early arrangements can be made for tutors. Medical documentation is required.

### **Service Distinction Diploma**

#### ***RATIONALE***

Every year, many students graduate from Uxbridge High School having given a great deal of themselves in service to their school and local community. In addition, Uxbridge High School offers an array of programs, both curricular and extracurricular, that supports the needs of school and community. Our school community would also like to foster an environment in which students give back to their community on a consistent basis, bridging across academic years and providing opportunities for students to collaborate, all while demonstrating our core values in the community at large.

To distinguish those consistent efforts of our students, and to reward those with initiative, we would like to recognize students' efforts with special distinction at graduation.

#### ***PARAMETERS***

A graduating senior would be eligible for a "Service Distinction" diploma at graduation if he/she accumulated a minimum of 100 hours of school/community service throughout his/her four years at Uxbridge High School.

*What counts:*

- Hours spent fundraising for nonprofit organizations or charities may be applied towards a student's 100 hours.

- Hours volunteered on a student's own time to benefit an organization, school, community agency, etc. will count.
- Must be supervised by a person other than a relative of the student.
- Volunteer work is a service to at least one person other than the student or student's relative and that will benefit the "community."
- Service provided outside of school hours while an active member of a school-based group such as National Honors Society, Student Government, or SADD may be used toward satisfaction of this distinction. Service hours may be used to satisfy more than one service requirement.
- School or Religious Organization's activities that involve service projects, such as mission trips or volunteer work for the poor, count.

*What does not count:*

- Service must be voluntary, with no financial remuneration or compensation (besides food, t-shirts, etc. that were given out not as payment for the service work).
- Acts that are completed for the direct benefit of one's family (i.e. babysitting, household chores, etc.) do not satisfy these requirements.
- Hours performed as a result of any legal proceedings or school disciplinary consequences may not be applied toward a student's 100 hours.
- Volunteer work involving academic requirements for a class will not count (i.e. the community service class or a service learning project done for a grade).

### **UNDERCLASSMEN IN MIXED-GRADE CLASSES**

Frequently, there will be classes in which both seniors and juniors will be concurrently enrolled, or classes in which the majority of students enrolled will be seniors. After the seniors leave Uxbridge High School, those underclass students are still required to attend classes, including Advanced Placement classes. It will be the determination of the teacher as to what type of final assessment will be administered to those students, and those students will be required to attend the regularly scheduled final examination period.

## **SCHOLASTIC ACHIEVEMENT**

### **Grade Point Average**

GPA will be calculated at the end of six semesters for the college application process and at the end of the senior year for graduation, final transcripts, valedictorian, salutatorian, and honor essayist purposes. The weighted GPA will be reported on the student's transcript; rank is not compiled. Courses must be completed to earn credits and withdrawn courses receive no credit. Failed courses receive no credit but will be included in all calculations. Courses that are assessed in a proficiency-based model are not calculated into the UHS GPA. Courses taken outside the Uxbridge High School Program of Studies may be calculated into the Grade Point Average with the approval of the Principal.

For transfer students, credits earned at another school will be interpreted by the administration and integrated into Uxbridge High School's grading and credit system. A transfer student must complete 3 consecutive semesters and be enrolled on the first day of his/her senior year in order to be eligible for consideration as valedictorian, salutatorian, or honor essayist.

### **HONOR ROLL**

Honor Roll is determined by the "weighted" term average of all courses that are numerically graded.

- High Honors: 93 and above average  
Proficiency Levels of 3 or higher
- Honors: 88 and above average  
All Proficiency Levels of 2 or higher
- Honorable Mention: 84 and above average  
Proficiency Levels of 2 or higher

### **Scholastic Awards Program**

The aim of this program is to recognize students who achieved "Honors" or above on the Honor Roll during the academic year.

Our school sponsors a Scholarship and Awards luncheon in the winter for junior and senior students who have maintained honor roll standing through a specific number of semesters. Academic departments will also present underclass awards at an assembly in May. Questions regarding both should speak with the assistant principal.

### **National Honor Society**

The National Honor Society is a prestigious service organization that recognizes and encourages high ranking high school students. Along with academic achievement, this organization continues to help students develop other characteristics that are essential in society. These characteristics are service, character, and leadership.

Students are considered eligible if they accumulate a minimum grade point average established by chapter bylaws. Along with the academic requirement, students must complete an activity sheet which will provide evidence of character, service, and leadership. These activity sheets are reviewed by a five-member Faculty Council and a majority vote by the Council renders a student eligible for induction into the National Honor Society.

Once inducted into NHS students are charged with making a difference by giving back to school and community through their service and volunteerism. They must also maintain their high academic standing, display appropriate character, and lead by example.

Members must be aware that all meetings are mandatory, they must complete a minimum of fifteen service hours per semester, and they must be good citizens of Uxbridge. NHS members may face a dismissal process if they act in a way that the administration, advisor, or Faculty Council deems inappropriate.

### **Scholarships and Awards**

Each year awards and scholarships are presented to the members of the graduating class. Awards are stipends, medals or certificates given to individuals for very specific outstanding achievement.

Scholarships, on the other hand, are remuneration given to individuals who are pursuing some form of further education and who meet the criteria specified in the various scholarship applications.

The awards and scholarships are provided by various school organizations and departments and also by the business, professional and organizational community of the Town of Uxbridge.

Eligibility and Application Guidelines:

1. All members of the graduating class are eligible to apply.
2. In order to apply, each student must pick up the scholarship program informational booklet available in the guidance office in April.
3. Attached to this booklet is a general application. Both of these must be completed in a timely fashion, and signed by parents.
4. Students must attach a copy of their college acceptance and financial aid letter to this application.
5. Students must meet all of the above provisions for their application to be considered

## **STUDENT SERVICES**

### **STUDENT SERVICES**

#### **School Counseling**

The student is the primary focus of all services provided by the School Counseling Office. Through developmentally appropriate activities that include individual student planning, individual counseling, group guidance programs, responsive services, and collaboration with parents, students, administration and teachers, the guidance office works to promote and enhance the academic, personal/social, and career development of students. Counselors serve as student advocates encouraging personal responsibility, healthy decision-making and self discipline. Two guidance counselors, a school adjustment counselor and a school psychologist are available for the many issues confronting students academically and socially. While enhancing student growth, the guidance staff supports the school mission.

Academically, guidance counselors will assist the student and his/her parents with choosing the proper level of subjects in the light of the student's grades, past achievements and standardized test results. The counselors will also facilitate the adjustment from one school or grade to another and assist with the selection of curricular school subjects. Future planning decisions are made cooperatively between the student and the counselor with consideration of information about the student's ability, awareness of educational and occupational opportunities and a realistic appraisal of requirements necessary to arrive at one's goal.

Students are encouraged to seek a counselor's assistance with any or all types of questions and concerns. Student appointments with the school counselors, the psychologist, or the adjustment counselor may be initiated by the student or the professional. Parents are encouraged to call the guidance office whenever they have questions or concerns about their child's well being. Communication is particularly important whenever there is a serious illness, death, separation, divorce, stress or other family crisis.

#### **504 ACCOMMODATION PLANS**

The Uxbridge Public Schools complies with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations and procedural safeguards. Grievance procedures are available upon request. Inquiries concerning the application of Section 504 may be referred to the 504 Coordinator at 508-626-9179 or to the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

The UHS 504 team is made up of school staff that know the student and are able to assess the impact of the disability. This determination is made by looking at student records and current performance. If a student is judged to be eligible, a 504 plan is written with the necessary accommodations so that the student will have access to education. The coordinator/liaison is the student's guidance counselor.

### **Sheltered English Immersion (SEI)**

In the Sheltered English Immersion program, Uxbridge focuses on the progress of ELL/LEP students in developing listening, comprehension, speaking, reading, and writing skills in English, and in meeting academic standards of the general curriculum. There are two specific components to the instruction in the SEI model:

#### **English as a Second Language/ English Language Development**

English as a Second Language (ESL) instruction (also known as English language development or ELD) is explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them “catch up” to their student peers who are proficient in English. ESL/ELD instruction includes learning outcomes in speaking, listening comprehension, reading, and writing. It is a required part of any academic program for LEP students.

#### **Sheltered Content Instruction**

This is instruction that includes approaches, strategies, and methodology that makes the content of the general curriculum more comprehensible to students who are not yet proficient in English. Sheltered content instruction is designed for ELL/LEP students who have, at least, an intermediate level of English proficiency.

#### **Multi-Tiered System of Supports**

UHS uses an MTSS to determine which supports best suit student needs, considering the academic, emotional, and social needs of each student experiencing a challenge. These tiers reflect the degree of specialization each student may need, given the level of support required.

The Student Support Team (SST) is the school’s forum for discussing student needs, which exceed the immediate resources available to the teacher. Students are referred to the SST through the principal. Members of the committee are: Principal, Support Staff and Classroom Teachers. The School Nurse, Speech Therapists, Classroom teachers, outside Consultants and Specialists, as well as parents are invited on an as needed basis. SST members discuss strategies for providing students with additional support. Recommendations for regular education modifications are made to the teacher. Members may recommend the writing of a regular education plan to document the student’s needs and support strategies provided. Parents are provided a copy of this plan. If the child continues to experience difficulties after several regular education modifications are tried, a referral for a Special Education Evaluation may be made. Students who are referred for an evaluation by their parents will also need to be presented to the SST in order to ensure that all possible modifications have been made to their regular education program. Depending on the results of the Special Education Evaluation, the student may remain on a Curriculum Accommodation Plan or receive support services through a more formalized plan.

#### **Special Services**

Support staff providing special services includes the School Nurse, Social Worker, School Psychologist, Speech Pathologists, Special Education Teachers, Reading Specialists, and Physical and Occupational Therapists. These services can be delivered on a 504 Accommodation Plan, which identifies a specific disability, or an Individualized Education Plan through Special Education.

#### **Special Education**

A team meeting is the only method by which Special Education services can be accessed. A team meeting is a more formal meeting, and may be requested by a parent or staff member. Varieties of assessments are available and discussed at the initial referral meeting. Testing cannot begin until there is a signed consent form from a parent/guardian. The team meeting occurs after observations and all requested testing has been administered with the individual student. Team meetings must occur within 45 days of receiving consent. Special education services cannot start until the parent has signed the Individual Education Plan (IEP).

In order to qualify for Special Education Services the team must determine:

- That the student has a disability
- The student is not making progress because of the disability.
- The student requires specialized instruction or related services to make progress

The UHS team members may include:

- Principal
- Assistant Principal
- Guidance Counselor
- Special Educator
- Speech and Language Pathologist
- Psychologist
- Occupational Therapist
- Adjustment Counselor
- School Nurse
- Classroom Teacher
- ESL Teacher

### **PSAT/NMSQT**

In October, Uxbridge High School will administer the PSAT/NMSQT to all students in grades 10 and 11 at no cost to students or families. Students will be registered to take the exam by Uxbridge High School staff. Our students will take the test in school on a nationally scheduled Wednesday in October. The PSAT/NMSQT measures the critical reading, mathematics and writing skills students need to succeed in college and beyond. PSAT testing results should also be used as a way to identify areas for improvement, to develop a strategy to improve academic skills, and to assess readiness for more rigorous course work. Results provide students with personalized information on their test performance, access to college planning tools, preparation for the SAT and college information resources. For juniors this is a qualifying test for entry into the National Merit Scholarship Corporation competitions.

In addition this test provides practice and follow up preparation information for the SAT, a benchmark college entrance assessment required by many colleges. As familiarity with the test is one factor that influences performance on the SAT, the PSAT is a practice test for both sophomores and juniors.

The results also provide our school with valuable data to assist us in better preparing students for college and careers, as well as identify students who are likely to perform well in Advanced Placement classes. When results are available in December, Counselors will meet with students to discuss interpretation of results and information provided on student score reports.

### **Student Information Forms**



Student Information Forms will be sent home the first day of school for parents to make necessary changes to be returned the next day. The forms should identify at least two people in close proximity who can assume responsibility for the student if the parent is unavailable. Please notify the school if there are any medical problems which should be included in the student's health care record. Also, each student's immunization record should be updated. Please notify the office of any changes/phone number changes.

### **School Insurance**

Each year, in the fall, low cost insurance is offered to families with school-aged children in the Uxbridge Public Schools.

Appropriate forms are available in the main office of the UHS although initially, forms will be sent home with the students.

Athletic insurance for interscholastic sports participants is provided for students by the Uxbridge Public Schools.

### **Library Media Center/Computer Lab**

The Library Media Center (LMC) serves all students and faculty of Uxbridge High School as the information center as well as the classroom of the Library Media Specialist from 7:30 a.m. to 1:55 p.m. daily, however extended hours may be available on occasion.

LMC resources include: several hundred books; print and on-line magazines and newspapers; recorded books; online databases; DVD curriculum collection; copy machine. Books may be borrowed for three weeks and renewed if no one is waiting for the material. Students may use the library before school, after school, and during flex time, including work study. Laptops consigned to the Media Center is also available for use during the school day. Students may have access to this area during self-directed time as well. When assigned to the LMC or Lab as an alternative to an assigned class, students must report directly to the LMC at the beginning of the period and remain for the entire period. LMC should remain a quiet place for all students.

### **Health Services**

The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The school nurse not only provides for the safety and care of students but also addresses the need for integrating health solutions into the education setting.

The following are brief guidelines for parent and student reference.

## **1. Student Illness-**

To minimize the spread of infectious disease and to provide for a safe environment, students should be kept home from school for:

- Fever greater than 100.4 within the last 24 hours (fever should be under 100.4 for 24 hours without the use of fever reducing medications before returning to school)
- Vomiting/diarrhea within the last 24 hours
- Communicable disease: Strep throat on antibiotic for 24 hours, Impetigo on antibiotic for 24 hours, Conjunctivitis (pinkeye) on antibiotic for 24 hours, Ringworm treatment by a physician, Pediculosis (Lice) treatment with medicated shampoo and removal of all nits (eggs), mono cleared to return by physician, Diagnosed Influenza cleared to return by physician
- An upper respiratory illness with significant coughing sneezing and/or nasal discharge
- Pain that requires the use of narcotic medications
- Asthma Exacerbation (persistent cough), Asthma medications started at home to minimize/alleviate symptoms
- Active allergies, sneezing, coughing, runny nose, Allergy medication must be started at home to minimize/alleviate symptoms
- Active cold symptoms present the first few days of illness when symptoms are most contagious, congestion, runny nose, sneezing, muscle aches, headache, fever, and cough.

## **2. Communication**

A full time nurse is on duty during the entire school day. The school nurse will notify a parent/guardian when she determines the need for student dismissal due to illness/injury. Parents/guardians should arrange for their child to be picked up within the half hour for the benefit of their child and other students coming into the health office. The school nurse can be reached by telephone or email if you have any questions about guidelines for school attendance or if you are in need of any health related information. Communication with the school nurse is confidential. Student Health and Emergency Information forms must be completed at the beginning of each school year.

The school nurse should be notified by the parent/guardian of any:

- Serious injury, illness, or hospitalization
- Planned surgery
- Communicable diseases
- New diagnosis or change in your child's health status
- Fracture, sprain, stitches, cast, or crutches
- New medication and/or dosing change.
- Need to be excused from Physical Education.

Students returning to school after being hospitalized due to a physical, mental, or chemical health related issue will need a re-entry meeting scheduled before returning. A member of our Student Support Team will schedule a meeting usually the morning of the student's return to school. Parents must plan to attend this meeting to review changes in the student's health status and to ensure that supports are in place for the student's academic success.

### **3. Universal Precautions**

Universal precautions are the recommendations developed by the Centers for Disease Control and Prevention to control the spread of infectious diseases. Universal precautions treat all human blood and bodily fluids as infectious. Strict adherence to universal precautions is practiced by all UPS nurses in all clinical situations.

### **4. Medication**

The Uxbridge Public Schools Medication Policy complies with the state guidelines which are available for review at the Massachusetts Department of Public Health website. The following are some important highlights of our policy:

- All medications, prescription or over-the-counter, require a physician's order and a completed parental permission form. Medication will not be administered until documentation is complete and received by the school nurse. A new medication order from the physician is required for all dose changes.
- All medication must be delivered to the school nurse in a correctly labeled pharmacy or manufacturer's medication container by a parent/guardian or responsible adult. Students are not permitted to bring medication into school. Medication will not be accepted in containers such as plastic bags. Medication must be picked up at the end of each school year. Medication not picked up by the close of the school year will be destroyed.
- For short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order; if the nurse has a question, she may request a licensed prescriber's order.
- Self-medication can be allowed under certain circumstances, after consultation with the school nurse, development of a plan, and permission from physician, parent/guardian, and school nurse. Unless authorized by the school nurse, all medications to be self-administered must be kept in the nurse's office.
- If a medication needs to be given during a school sponsored event such as a field trip, the school nurse must be contacted in advance, in order to allow time to make special arrangements, prior to the outing.
- All medication orders expire at the end of each school year.
- Substances not approved by the FDA, including herbal extracts, oils, and remedies, are not permitted on school grounds.
- Many doctors offices use a standard order form which will be accepted. The parent/guardian authorization form must be filled out along with any medication orders being submitted to the school.

[Medication Doctors Order Form](#)

[Parent-Guardian Authorization Form](#)

## 5. Health Requirements

The Uxbridge Public Schools in accordance with the regulations of the Massachusetts Department of Public Health requires the following information before a student enters school:

- Required immunizations: Immunization records must be submitted to and reviewed by the school nurse prior to school entry
- Exemptions: If there is a medical reason why immunizations are not done, a certificate must be obtained from your physician and forwarded to the school nurse. For a religious exemption, parent/guardian must fill out a Religious Exemption from Immunization form or write a note to the school nurse.
- Parents/guardians should be aware that students who are not immunized due to an exemption or those who are under-immunized will be excluded from school in the event of a disease outbreak.
- Physical examination: A physical exam is required for all new students dated within 12 months prior to the entrance to school or 30 days after school entry, and every 3-4 years after school entrance. Per these regulations documentation of a current physical examination is required for students entering preschool, kindergarten, grades, 4,7,10. If a student is participating in athletics, an annual physical exam is required. However, parents/guardians are encouraged to send a copy of the student's physical to the nurse annually.
- A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

## 6. Health Screenings

The Uxbridge Public School nurses follow the Mass Department of Public Health Regulations 105 CMR 200.000, for vision, hearing, scoliosis and growth screenings. The nurse will perform these screenings during the regular school day. When a student does not pass any of these screenings, the parent/guardian will be notified and asked to follow up with a medical evaluation.

- *Hearing and vision screens* schedules are available on the following links:  
<http://www.mass.gov/eohhs/docs/dph/com-health/school/vision-letter.pdf>  
<http://www.mass.gov/eohhs/docs/dph/regs/105cmr200.pdf>
- *Heights and weights* are required in grade 1, 4, 7 and 10. Results are anonymously submitted to the state. Results are not sent home, but are available upon written request from parent/guardian.
- *Postural screening* will take place in grades 5-9. The screenings for grade 9 students will be conducted in the privacy of the nurse's office. The purpose of this screening is for detection of early signs of spinal problems in children grades 5-9. It is not a diagnostic service but a program to identify young people who should have further medical evaluation. If your child has unusual findings, you will be notified and asked to take your child to his/her physician for evaluation. The majority of students exhibit no findings. If nothing unusual is found, you will not be notified.
- Notification of all screenings will be provided.
- Parents have the option to provide in writing a request that a screening or measurement not be taken

- Additional information can be found at the following link:  
<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/primarycare-healthaccess/school-health/school-health-screening.html>

## **7. Life Threatening Allergy Management**

The Uxbridge Public Schools recognizes the increasing prevalence of food allergies and the life threatening nature of these allergies for many students. The implementation of this protocol aims to minimize the risk of exposure, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational program. The management of students with food allergies requires the awareness, support, and response of the entire school community.

- If a student has a life-threatening allergy, he/she must have access to emergency medication, epinephrine auto injector (Epipen,) at all times.
- Students must have a physician's order for the required medication and parents/guardians must bring in the required medication promptly with the original pharmacy label.
- Students with potentially life threatening allergies should carry their epinephrine auto injector.
- An Allergy Action Plan (AAP) will be developed for each student with a medically diagnosed life-threatening allergy.
- Our school programs are not declared as allergen-free and foods with known allergies are not banned from our schools.
- Communication, planning, and education with staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.

## **8. Children with Special Health Care Needs**

When a student has diabetes, seizure disorder, or any other medical or mental health condition requiring special health services in the school and/or requires the assistance of medical technology, it is vitally important that the parent/guardian meet with the school nurse to develop an Individualized Healthcare Plan prior to the start of school or as soon as possible.

## **9. Students with Medical Equipment Needs**

It is imperative that the nurse be aware when students with crutches, wheelchair, or any other ambulatory assistive device, are in the building so that, in the event of an emergency, an evacuation plan can be developed.

## **10. Concussions**

The Uxbridge High School seeks to prevent concussions and provide a safe return to activity, both academic and athletic, after a head injury. The management of students who have sustained a concussion requires education, supervision, and close collaboration between students, parents/guardians, school nurses and, when applicable, the athletic trainer, athletic director, administrator, guidance counselors, and medical professionals.

- The nurse and athletic trainer (if applicable) will collaborate to ensure prompt identification of student concussion and/or head injury symptoms in order to initiate an appropriate management plan.
- Parents/Guardians must contact the school nurse prior to returning to school following a head injury.
- The nurse will initiate the *Post Head Injury Return to Academic and Athletics Protocol* for parents, staff, and the student to follow to receive accommodations as recommended by their physician.
- Student athletes must obtain medical clearance from his/her physician before returning to play.
- Student athletes' (grade 8-12) will report to the Athletic Trainer or School Nurse once able to complete a full school day without symptoms, the AT or Nurse will initiate the return to play protocol.
- Students with concussions, not involved with Uxbridge Athletics, must have medical clearance from their primary care provider before resuming physical education class. .
- For protocol details please see the following links for more information:

[Post Head Injury Return to Academic and Athletics Protocol](#)

<http://www.cdc.gov/concussion/index.html>

#### **11. Dismissals from the Nurse:**

In order to be dismissed due to illness students must come into the nurse's office for an evaluation. The nurse will call the parent/guardian. Students are not allowed to text parents/guardians from class for dismissal due to illness. Parent/Guardian or emergency designee must be available to pick-up in a timely fashion to reduce the spread of illness. Students will wait for parents/guardians in the nurse's office and must sign out.

### **STUDENT ACTIVITIES**

#### **Eligibility- Activities and Interscholastic Athletics**

Any student may participate in any extracurricular activity as long as s/he is passing the equivalent of six academic courses and has not accrued excessive absences or tardies, which is defined as six or more tardies AND/OR six or more absences in a term. If a student is on the academically ineligible list, which is determined at the close of each term, s/he may not sign up for an activity when it starts. If a student becomes ineligible any time during the school year when the activity is already in progress, s/he will be put on probation. A student on academic probation will work with the MTSS process, including the school counselor, parent/guardian, Dean of Students, administration, teachers, student, and/or other personnel, to develop a plan to restore full academic standing.

When the next term ends, s/he is to be dismissed from the activity if the student has not restored all eligibility. The final grades for a course from the prior year will determine who is academically eligible and ineligible for fall extracurricular activities.

Advisors and coaches will have the right to remove, for a predetermined amount of time, any member or officer who has committed a confirmed offense that would harm the reputation and integrity of the club, organization, and /or team. A second offense could result in a permanent removal.

### **Dances and other Social Events**

1. All school rules and policies will be in effect including drug, alcohol, and smoking policies. Students who violate these policies will be required to leave the dance and Student Handbook policies will be enforced. Violations could affect attendance at future school events including dances. Guests will also abide by school rules/procedures.
2. Any dancing/horseplay, which may result in injury or is deemed inappropriate or sexually explicit is prohibited. Sexually explicit clothing is also prohibited.
3. Bags, including book bags, and beverages of any kind, will not be allowed into the dance.
4. Students will not be allowed to go to their vehicles unless escorted by a police officer or chaperone.
5. School dances are for Uxbridge High School students. Guests are only permitted to attend the Homecoming Dance, Winter Ball, and the Prom. In these cases, a student may bring one guest who must submit in advance of the dance the Guest Permission Slip/acknowledgement of the rules. Guests who are Uxbridge alumni up to and including the age of 19 may attend the Homecoming Dance and Prom. Non-Uxbridge guests must be under age 19. Guests may not be of middle-school age or younger. Potential guests who do not meet the eligibility requirements for Prom only must schedule an appointment with an Assistant Principal at least two weeks before the event.
6. Admittance to the Prom MUST OCCUR ON TIME. Admittance to other dances will end 30 minutes after the dance begins (unless related to a returning sports bus).
7. Once a student leaves the dance, he/she must leave the premises and will not be readmitted to the dance.
8. Students are expected to depart promptly at the conclusion of the dance.
9. If a student is not following school rules, it is at the administration's discretion students could be asked to have a guardian/parent take them home.

### **Student Voter Registration**

Voter registration affidavit forms are available in the main office.

### **Breathalyzer Testing Procedure**

Breathalyzers may be available at each event. Ideally, two will be in use, operated by a school administrator or his/her designee, with one for back-up/confirmation.

Students may be tested if there is reasonable signs of having consumed alcohol. These tests will be done in such a manner as to not embarrass the student, or draw attention to the testing. It will be done by asking students to go to a separate space and be tested by an administrator, with a chaperone present.

If a breathalyzer test is offered, the details will be documented and placed in the student's file (see below).

**If a positive result:**

1. Parent called and student released to their custody
  - i. If parent unable to be contacted, the student may be released into the custody of a person listed on the emergency response card.
  - ii. If administration or their designee (chaperone) is unable to contact a person listed on the emergency response card, Uxbridge Police will be contacted, and the student placed into their custody for safety purpose.
1. Meeting scheduled for next school day as per discipline protocol.

**If test is negative,** student is allowed to enter the event.

**If a student refuses to be tested:**

1. Parent called and student released to their custody.
2. Meeting scheduled for next school day as per discipline protocol.

**Guest Contracts**

Any Uxbridge High School student who wishes to have a guest attend a Uxbridge High School dance, prom, or other social event must submit a completed "guest contract" at the time of purchasing tickets to said event. For an event where tickets are sold at the door and not in advance of the event, the guest contract must be submitted at least three school days prior to the date of the event.

**Extracurricular Activity Participation**

- A student must be in school for at least four consecutive periods to participate in any extracurricular activities, including school dances. This can be waived only by the student receiving administrative approval in advance of the absence.
- A student who is absent from school shall not participate in any extracurricular activities.
- A student who is suspended shall not participate in any activities on that day.
- A continual violator of the *Code of Student Conduct* will be subject to suspension and/or removal from all extracurricular activities. The process for removal is determined by each organization.
- Students with excessive disciplinary referrals may not be considered eligible for extracurricular activities or events.
- Make-up schoolwork and teacher detention take priority before students are allowed to participate in extracurricular activities.

**Field Trips During the School Day**

All usual school rules and penalties apply. If a student misbehaves, parents will be called to come and take the student home immediately. The police may be involved if the nature of the offense indicates a law has been broken. For serious infractions, the student will be denied the privilege of participating in all field trips for the remainder of the school year.



### **Field Trips Overnight or During the Weekend**

All usual school rules and penalties apply. If a student misbehaves, parents will be called to come and take the student home immediately, or arrangements will be made to send the student home immediately at the student's and/or parents' expense. The police may be involved if the nature of the offense indicates a law has been broken. For serious infractions, the student will be denied the privilege of participating in all field trips for the remainder of the school year.

Many extra-curricular activities involve overnight field trips. These trips are a special part of the particular activity and certain criteria will prevail. First of all, if a student is on the academically ineligible list for the term in which the trip will occur, or when the selection will be made, he/she will not be allowed to go. Secondly, the advisor and/or the executive board of the activity will set certain criteria for participation in this event.

All students who participate in the particular extra-curricular activity must be made aware of the selection procedure, which will be used to choose the participants for this special event. The student is expected to communicate with their teachers and arrange for their own make up work. The teacher will indicate what work will be missed and what they expect to be turned in before and after the trip, if approval is given.

For students who have reached the age of majority, the school still retains supervisory and administrative responsibility for those students. Said students will be required to consent to health care proxy and/or limited power of attorney, granting chaperones permission to act in the students' best interest, particularly if a medical emergency occurs.

### **Senior Week Activities**

All usual school rules and penalties apply. For serious infractions, any offense resulting in suspension, the student will be denied the privilege of participating in the remainder of senior week activities. This includes participation in the Scholarship and Awards program, Class Day and graduation ceremonies.

Any senior who violates the Uxbridge High School alcohol and drug policies while attending any of the culminating class events (e.g. - Prom, senior class trips, etc.) will not be permitted to participate in senior week activities. This includes participation in the Scholarship and Awards program, Class Day and graduation ceremonies.

The conclusion of the seniors' school year will not be more than 12 school days prior to the regular scheduled closing date of the school year. That date is typically set by the Uxbridge School Committee in accordance with MGL c.69 s.1G.

### **Sporting Events (Home and Away)**

All usual school rules and penalties apply. Any student who is removed from a sporting event as a result of their behavior will be excluded from all sporting events for the next 30 days. For serious infractions

the student will be denied the privilege of attending all sporting events for the remainder of the school year. The student may also be subject to arrest.

### **Student Council**

The Student Council has a highly active and functional role. Its purpose is not only to govern the students, but also to serve as a liaison between the student body and the administration. Additionally, the Council seeks to foster and strengthen school spirit and pride.

The Executive Board of the Student Council will supervise all elections. Class and Student Council elections are held in the spring prior to the year the officers are to serve, with ninth grade elections taking place in September or October. Nomination papers for both elections will be taken out on the Tuesday previous to the week of elections and filed in the main office the Friday of the same week. Students who wish to run for any elected office must be passing four major subjects before they may take out nomination papers. These nomination papers must contain the signatures of twenty-five students and a signed parental/guardian permission letter. A period is set aside for each class to allow Council candidates to make campaign presentations.

Student Council office elections shall be held in accordance with the School Council's bylaws; class officers shall be voted on only by the members of a given class.

### **Class Officers**

Class offices are elected, typically, in June of the year prior to the students taking office. Students who wish to run for any elected office must be passing four major subjects before they may take out nomination papers. These nomination papers must contain the signatures of twenty-five students and a signed parental/guardian permission letter.

The offices of the Class include: President; Vice-President; Secretary; Treasurer; Historian

Should two students wish to share the responsibility of an office, they must indicate their job share on the nomination paper, and each student sharing the office must submit nomination papers with the requisite 25 signatures. At present, the only office that may be shared is the position of Historian.

## **Parent Information**

### **UHS School Council**

#### **School Governance: School Councils**

#### **Chapter 71, Section 59C: School Councils**

At each public elementary, secondary and independent vocational school in the commonwealth there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent teacher organization under the direction of the principal, or if none exists, chosen by a representative process approved by the school committee. Said

parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such school; other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of higher education, human services agencies or other interested groups, including those from school age child care programs, and for schools containing any of the grades nine to twelve, at least one such student; provided, however, that not more than fifty percent of the council shall be non-school members. The principal, except as otherwise provided herein, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the superintendent and school committee and for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected. School councils should be broadly representative of the racial and ethnic diversity of the school building and community. For purposes of this paragraph the term "non-school members" shall mean those members of the council, other than parents, teachers, students and staff of the school.

Nothing contained in this section shall require a new school council to be formed if an existing school council fulfills the intent of this section, the parent and teacher members thereof were selected in a manner consistent with the provisions of this section and the membership thereof complies with the aforesaid fifty percent requirement.

Meetings of the school council shall be subject to the provisions of sections twenty three A, twenty-three B, and twenty-three C of chapter thirty-nine.

The school council shall meet regularly with the principal of the school and shall assist in the identification of the educational needs of the students attending the school, in the review of the annual school budget, and in the formulation of a school improvement plan, as provided below.

The principal of each school, in consultation with the school council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to section one D of chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a school improvement plan to advance such goals, to address such needs and to improve student performance. The plan shall include an assessment of the impact of class size on student performance, and shall consider student-to-teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for reducing class size. The plan shall address professional development for the school's professional staff, the allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and respect for all groups, extra-curricular activities, the development of means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs, within the regular education programs at the school, and such further subjects as the principal, in consultation with the school council, shall consider appropriate. In school districts with language minority student populations the professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. Each school improvement plan shall be submitted to the school committee for review and approval every year. If said school

improvement plan is not reviewed by the school committee within thirty days of said school committee receiving said school improvement plan, the plan shall be deemed to have been approved.

Nothing contained in this section shall prevent the school committee from granting a school council additional authority in the area of educational policy; provided, however, that school councils shall have no authority over matters which are subject to chapter one hundred and fifty E of the General Laws.

### **Criminal Offense Record Inquiry (CORI)**

Massachusetts state law requires that any volunteer and or chaperone for any school sponsored event have a processed and cleared CORI check before being allowed to work unsupervised with the students. In an effort to ensure the safety of every child in the Uxbridge Public Schools, please stop by the office to fill out the necessary paperwork if you feel you may be volunteering or chaperoning this year. Allow a minimum of 3 weeks for your CORI application to be processed before you can volunteer. Note that any adult wanting to chaperone a field trip must have a CORI and fingerprinting.

### **Home Correspondence/Forms**

On occasion, various forms and reports are sent home which require parental review. Some of these forms need to be returned with a signature from home. It is the student's responsibility to bring these forms home and return them signed. Such forms may include schedule forms, permission slips, course selection sheets, emergency cards, etc. Failure to return appropriate school forms to the homeroom teacher may result in the assignment of after school detention.

### **Change of Address / Emergency Information**

If at any time during the school year your address, phone number at home or work changes, or emergency contact information changes, please notify the Uxbridge High School Main office. It is imperative that we have accurate information in the event we need to contact you in an emergency.

### **Court Documents**

Please be sure to supply the school with copies of any court documents that you feel we need to be aware of. By law, we can only follow documented requests recorded in these documents.

### **Visitors**

Any visitor to the Uxbridge High School **must** always use the front doors and sign in at the main office upon entrance to the school. Each guest is asked to sign in at the time of the visit and wear an identifying button/badge throughout the duration of their visit. **Under no circumstance should a parent or visitor go directly to a school classroom without first signing in and requesting permission from the main office.**

### **Directory Information**

603 CMR 23.07 (4) (a)

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the

prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10. Student images are also photographed or recorded for use including, but not limited to, the district and school websites or school-sponsored websites and social media, school yearbooks, team and club photos, class pictures, and local cable and regional television programs. If parents or students do not desire to have particular information or images released, they should put their decision in a letter addressed to the Principal on or before Oct. 1 of each year.

### **Video Surveillance**

Uxbridge Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment. While there is a reasonable expectation of privacy, cameras monitor most public and common areas of the building in order to support the safety of our community. Only school and district administration have access to the system.

Any footage used to corroborate investigative procedures, particularly with respect to discipline, may be considered part of the temporary school record.

### **Search and Seizure**

A student search by a public school official will be found reasonable under the U.S. Supreme Court standard if there are reasonable grounds for suspecting that the student has violated or is violating either State or Federal law or rules of the school. The search itself will be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. "Reasonable grounds" for student search may include, for example, a school official's personal observation that the student possesses contraband material on school premises, or the official's receipt of a report to the effect from a teacher, another school employee, student, or some other reliable source. Thus, school administration may make decisions as to whether a student's desk, phone, iPad, locker, bag, or automobile will be searched. Contraband can be defined as any material prohibited by school regulations and/or considered dangerous to the health and safety of the school.

Search of student lockers, backpacks, pocketbooks, desks, and/or cars on premises: Certain items (including, but not limited to weapons, illegal drugs, alcoholic beverages, tobacco products, stolen property, and so on) may not be stored in lockers, backpacks, pocketbooks or cars. It is understood that a student is responsible for all items on his/her person, locker, desks, books, bags, automobile, or any other container. Whenever possible, searches will take place discreetly, and the administration will coordinate any required searches in accordance with procedural guidelines.

The school retains the right to periodically inspect lockers, backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules. The school may also utilize canine searches for the purpose of ensuring an environment free of drugs, narcotics, and other illegal paraphernalia.

All school and state laws included above have the purpose of ensuring that school remains a safe haven and students are provided the optimum conditions to learn.

### **Recruiting Information (Armed Forces Recruiter Access to Students)**

According to the provisions of the Elementary and Secondary Education Act (ESEA Section 9528), schools are now required to provide students' directory information upon request to military recruiters and/or institutions of higher learning. If parents/guardians do not want their children's name, address and telephone number to be released to third parties, they should notify the Principal in writing.

### **Bus Accident Protocol**

The Uxbridge Public Schools will follow Statewide Treatment Protocols set by the State Office of Emergency Medical Services In regards to any bus accidents where emergency medical services are called for.

In summary, parent(s) / guardian(s) will be called by the school office to be informed that an accident has taken place. Parent(s) / guardian(s) will be directed to report to the scene of the accident.

Under 105 CMR 170.355, all students under the age of 18 will be transported to the hospital from the scene of a bus accident for medical assessment.

If parent(s) / guardian(s) refuses medical attention for their child, they will be required to sign a waiver stating such before the child is released to their custody.

### **Asbestos Management Plans**

The Asbestos Hazard Emergency Response Act (AHERA) requires public notification that asbestos management plans have been developed for all Uxbridge Public Schools. These plans are available and accessible to the public at the central office.

## **Student Expectations and Consequences**

In addition to providing students with academic rigor and educational opportunities, the staff and community of UHS strive to support students' deportment and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our *Code of Student Conduct* provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies the consequences for misconduct, ensuring that students know in advance of their actions what obligations will be due.

### **Scope of Jurisdiction**

The Student Code of Conduct is in effect while students are under the authority of school personnel or involved in any school activity. This includes but is not limited to school busses and property under the control of school authorities, and while at interscholastic competitions, extracurricular events, or other school activities or programs. In addition, this Code of Conduct includes:

- 1) Misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property.
- 2) Misconduct by a student that, regardless of where it occurs, is directed at any district personnel, or property of district personnel.
- 3) Misconduct by a student that, regardless of where it occurs, causes an impact or disruption to the educational process or the school day of others.

Consequences may vary based on the severity and frequency of the infraction. Following an opportunity for the student to be heard, the administrator may make exceptions to the stipulated consequences for specific disciplinary offenses, either in favor of a lesser or a more severe consequence, depending upon the circumstances of a specific incident.

### **Care of School Property**

We are very anxious to maintain this school in a condition that will continue to be a source of pride for all the people of Uxbridge. We expect everyone to **respect our facility** and keep the building and grounds clean, neat, and free from damage of any sort. The same attitude is expected toward all school property (textbooks, library books, equipment, etc.) that is given for use during the year.

### **Class Dues**

Class dues are collected each year by the Class Officers and advisors. The monies collected as Class Dues are used to support class activities, particularly those surrounding the senior year, such as graduation, Senior Week, and other events as planned by the class.

Class dues are established as \$25.00 annually. Students may pay the full \$100.00 class dues up front. This will be phased in starting with the Class of 2020.

### **Student Fundraising**

From time to time, a student organization may elect to hold a fundraiser or event to support its activities from a financial perspective. All fundraisers must be approved through the Principal's Office and in accordance with School Committee policy. Multiple fundraisers occurring at the same time will not be permitted. Fundraisers with for-profit organizations are subject to approval in accordance with Policy.

Because of the attention to fundraisers across all schools, and understanding that families and students frequently belong to multiple organizations, teams, and classes, the practice of organized fundraisers is typically discouraged.

### **Emergency Evacuation Procedure**

During emergency evacuation procedures, such as fire drills, students are to go to assigned areas following prescribed procedures. Students are not to go to their cars since it may be necessary to give further directions to groups. We ask that students **respect** these procedures and await further direction from staff should an evacuation be necessary.

### **Lost, Stolen and Damaged Materials**

Students assume financial **responsibility** for all materials and equipment issued to them by the school. In the event such material is lost, stolen, damaged, or defaced, teachers will notify the student and the office of the material involved and the fee to be assessed. Charges for lost, damaged or defaced books will be applied accordingly. Students are reminded to keep their locker locked and never leave valuables in a gym locker during gym class. Do not give out the combination of either the gym locker or book locker to anyone.

### **End-of-Year Obligations**

Students are required to be **responsible** for all materials, uniforms, equipment, etc. provided by Uxbridge High School and return them to their teachers, coaches, and/or advisors by the conclusion of the academic year. Should a student not return all obligations, fulfill all charges to the cafeteria, pay for any lost



materials, and/or find a suitable replacement for a lost text, s/he may be denied the privilege of participating in graduation, and his/her cap and gown will be withheld.

Any student-athlete who does not fulfill his/her athletic obligations may not be permitted to participate in subsequent seasons.

### **Senior Privileges**

Senior Privileges allow seniors who are on pace to graduate, have maintained academic and behavioral standards, and who wish to have a greater personal independence to elect a self-directed period in the schedule. With administrative approval, a student may elect a Privilege Block both semesters of the senior year. The purpose of this privilege is to permit seniors to practice the core values of responsibility and integrity.

#### **Guidelines for Senior Privileges:**

1. Seniors must be passing all subjects at the end of each quarter. Grades are reviewed and privileges suspended or restored on the Monday following the date of report cards being issued.
2. The senior must be on pace to graduate on time, without any outstanding failures or with the ability to take one period for no credit.
3. The senior will elect a period called “self-directed” senior privilege. When that period falls at the start of the day, s/he will be permitted to arrive to school late, at 8:24 a.m., and when that period falls at the end of the day, s/he will be permitted to be dismissed at 12:59. During the day, the senior is permitted to work independently in the library, breakout area, guidance, or cafeteria. Seniors may not leave and return to school if this period falls during period 2, 3, 4, or 5. Students participating in athletics or extracurricular activities are allowed to leave during the last period of the day, and return for their after school commitments.
4. This procedure is a privilege; it can be revoked by administration or parent at any time.
5. Only those students who have the senior privilege contract signed by an administrator may participate.
6. Those students arriving late to school in the morning must sign-in at a designated area outside the main office, and will report directly to the cafeteria. Students must be on time for the second period of the day.
7. Students must leave the school grounds immediately after signing out and not loiter on school grounds if leaving early.
8. Parents or guardians must sign a release form that releases the school of the responsibility of the student upon the student’s dismissal to school, or prior to the student’s arrival.
9. In the event that a student’s privilege has been revoked, student or parent-requested dismissals that include the designated privilege period will not be granted, unless a dismissal is administratively approved. If it is determined that a student is circumventing a privilege that has been revoked by being dismissed during what would have been a privilege period, the student will face school consequences.

With administrative approval, a student may elect a Privilege Block both semesters of the senior year.

### **Dress Code**

Uxbridge High School respects individual rights of expression. That said, all students are expected to dress responsibly and respect the standards of the school environment and those around them. The basic guidelines of decency, modesty, good taste, cleanliness and practicality should prevail.

Students' attire and grooming should allow for safe participation in such curriculum areas as science, technical education, wellness, or any other activity where reasonable precautions are warranted.

In keeping with the educational purposes at Uxbridge High School, students are expected to dress and groom themselves as individuals with a sense of responsibility and self-respect. Students should take the time to ensure clothing fits appropriately. One's attire must be proper for the school setting. This includes wearing proper footwear. Each student is encouraged to keep his/her clothing laundered and neat. Individual attire that is disruptive to the educational process or causes distraction to others will not be permitted.

A student who is inappropriately dressed will be asked to call home to obtain proper clothing for the school setting. Students who violate this procedure will be subject to the following progression of discipline:

- Change of clothes and a formal warning
- Change of clothes and a detention
- Subsequent offenses could result in one day suspensions and parental conferences. Inappropriate dress will be defined as any clothing/accessory that disrupts the regular learning process and leads to distraction or is offensive, vulgar or provocative to other students, faculty, staff or administration.

The list below, while not exhaustive, provides examples of clothing that may not be permitted for wearing at UHS:

1. Any clothing which displays tobacco and alcohol images/text, profanity, racial slurs, disruptive images or words, drug or gang related symbols, or sexual innuendos.
2. Clothing or accessories that display offensive images or words that would be considered socially, culturally or ethnically inappropriate and disrupt the educational process.
3. Clothing that fails to cover the entire abdominal region front and back. Blouses/shirts should hang at least to the belt area or be tucked in. Pants/trousers should appropriately cover undergarments and be positioned so as not to reveal undergarments when standing, sitting, or bending.
4. See-through fabric
5. Tank-tops/muscle shirts
6. Winter coats/trench coats
7. Chains attached to clothing or accessories, i.e. wallets, purses, book bags, etc.
8. Studded or spiked rings, necklaces, belts, excessive pins/safety pins, etc. that pose a physical threat.
9. Pointed nail files, cuticle rod or hair pick.
10. Sweatbands, bandanas, doo-rags, sunglasses, hats or visors and headbands.

School personnel may counsel those students who affect extreme styles or grooming as they relate to safety, health and decency.

### **Physical Education Changing Requirements**

- PE dress will be in accordance with the UHS dress code requirements. No jewelry or sharp objects are to be worn.
- A student who is not exempted and who is not dressed for participation in Physical Education class must make up the class or receive a zero grade for the day.

### **Corridor Passes**

Corridor passes are necessary for any passing within the building during class time. Passes are obtained from the teacher using EHallpass.

### **Cellular Phones and Electronic Devices**

Uxbridge High School students who bring with them cellular phones **will be permitted to use them for an academic purpose in classrooms under the guidelines and discretion established by the teacher.** It is understood that some teachers will regularly use these devices as learning tools, while others may not permit their appearance in class. Students are expected to respect the guidelines set forth in individual classrooms. The use of cellular phones or other personal devices is generally moot, since the school provides for students an Ipad for educational use.

Headphones and earbuds are expected to be off and out-of-sight unless used under the guidelines established by a teacher. These shall be treated with the same scrutiny as other electronic devices.

Students are expected to adhere to all guidelines of the technology use policy in the event that they use school-issued devices to connect to wireless networks. The use of VPN's is completely prohibited.

Should a student require cell phone use for a reason other than academic, it expected that the student will act with INTEGRITY, RESPECT, and RESPONSIBILITY and solicit teacher permission before potentially disrupting the class by misusing the device without authorization.

If a device is misused in a classroom setting:

**First offense:** teacher warning

**Second offense:** The teacher will send the student with the device to the main office and the device will be held in the office.

**Third and subsequent offenses:** The teacher will send the student with the device to the main office, and the office will contact the parent for device pickup or period of time without their phone. (To be determined by the administration)

The Uxbridge Public Schools are not responsible for any lost, damaged, misplaced, or stolen items.

### **Cell Phone/ Video/ Photos**

Also, taking photos or video of any kind in school without teacher permission will result in an automatic out-of-school suspension; this includes posting pictures or videos online outside of school if the picture or video was taken in the school without permission or out of school that has a negative correlation to the

school environment (ie. posting and/or sharing video of a physical altercation between students that happened off of school property.)

Phones may be taken from students and held in the office when administration determines that there exists potential for disruption due to student communication using said device. In these cases, families will be contacted, the device will be kept in the main office, and students may retrieve the device following the conclusion of an investigation/end of the school day, whichever comes first. Students may also be directed to leave cell phones at home.

### **Food and Drink in School**

Teachers reserve the right to limit food and drink within their classrooms. Some classrooms, such as science labs and technology classrooms may restrict food for safety purposes. Food and drink are not permitted in any computer lab. Violations will result in disciplinary action.

### **Student Driving/Parking**

Students must park in areas designated for students. Students who park in other areas or who drive in a manner that creates a public safety hazard will lose the privilege of driving to school and will be referred to the police. A vehicle parked at school is subject to search by school officials if there is a reasonable suspicion that the vehicle contains unauthorized, dangerous or illegal substances.

Any student who wishes to park on campus should file the parking permit registration form with the main office.

A student who is excessively tardy, drives recklessly, or who is found in possession of contraband on school grounds may forfeit his/her parking privileges.

### **Bullying and Harassment**

Uxbridge High School seeks to provide a safe, respectful school climate for all students to pursue their education. In accordance with Chapter 92 of Massachusetts General Laws, Uxbridge High School seeks to implement a plan to educate, prevent, and respond to bullying. Bullying and harassment will not be tolerated. The complete policy can be found on the School Committee page of the district website.

Bullying is **repeated** written, verbal or electronic expression, or physical act or gesture directed at a student or staff member by one or more student(s) or staff member(s). This unwanted behavior may cause:

- physical or emotional harm
- damage to the victim's property
- reasonable fear, intimidation, humiliation, ridicule or insult
- violation of rights of the victim at school
- disruption of the educational process for that student or the school

Bullying may include, but is not limited to, unwanted teasing, threatening or intimidating behavior, physical violence, threat or destruction of property, sexual, religious or racial harassment, public humiliation, cyber-bullying, social exclusion, or rumor spreading. Cyber-bullying, which is bullying through any form of electronic communication, shall also include creation of web pages or blogs for the purpose of assuming the identity of another person, impersonating another person as the author, or posting

of harmful material that is distributed to others if the posting or actions create conditions which meet the definition of bullying.

### **Reporting Bullying**

Uxbridge High School will respond and investigate all suspected reports of bullying with the goal of preventing future incidents. Students may report suspected bullying incidents by:

- Completing a Harassment or Bullying Reporting Form and providing it to a guidance counselor, school psychologist, adjustment counselor, assistant principal or school resource officer.
- Provide a verbal report to one of the people listed above. A form will be completed at that time.
- Completed Harassment or Bullying Reporting Forms will be given to the assistant principal or principal for further action
- Forms may be found on the high school website, in the main office, guidance office, health office, or office of the school resource officer.
- Reports may be made anonymously; however, this may limit the ability to contact reporters when necessary. Also, no disciplinary actions can be taken against a student solely on the basis of an anonymous report.

### **Other**

- Parents may report by completing a Harassment or Bullying Reporting Form, which can be found on the high school website.
- Teachers and staff members will assist in keeping students safe in school by recognizing and addressing behaviors that may be inappropriate, demeaning, or harassing in context. To assist in the prevention of bullying incidents, teachers and staff will report all suspected behaviors that may be considered bullying.

### **Report Response Procedure**

- Person receiving the report (guidance counselor, school psychologist, adjustment counselor, assistant principal or school resource officer will assess the safety of the victim.
- A Harassment or Bullying Reporting Form shall be submitted to the assistant principal as soon as received for investigation.
- The Administration will review the incident and proceed with interviews of reporters or targets, note witnesses and/or adults who may have been present, determine online involvement, and query about behaviors which may be threatening in the context of the bullying, but are not explicitly forbidden in the school discipline code (for example, a perpetrator who stares at a victim).
- After determining the seriousness of the incident, the assistant principal will interview the alleged aggressor.
- If determination is made that a criminal charge may be pursued, immediate notification will be made to the school resource officer.

### **Response Action Plan**

- Disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior, as stated in the legislation.
- Depending on the seriousness of the incident and the repetition of bullying behaviors, school response may include;
  - Notification of parents/guardians

- Notification of the school resource officer for referral to the criminal justice system.
  - Detention, after school or on Saturday
  - Suspension and expulsion.
  - Mediation and/or individual interventions for the target and the aggressor, such as counseling, parent/student meeting.
  - Progressive discipline that recognizes the seriousness and frequency of a student's behaviors.
- A plan with the goal of restoring a sense of safety for the target and the aggressor will be developed as necessary. Factors to be taken into consideration may include;
  - Where the incident has taken place
  - Unstructured areas and adults who have contact with the student reporter.
- Parents of the target and the aggressor will be notified verbally and in writing. In accordance with the Family Educational Rights and Privacy Act and Massachusetts State Law, 606 CMR 23.07 (4), school officials cannot share the specific disciplinary procedures against any child except one's own, and actions being taken that affect another child or the content of communication with another child's parent or guardians or any contract with a child who is not one's own.
- Reporting forms and action plans will be kept on file. In the event of further incidences involving the student(s) involved, this documentation will be considered in assigning further consequences.

Uxbridge High School, in accordance with bullying legislation, will continue to develop a plan for educating students and staff with the goal of bullying prevention, while working to address and intervene when behaviors compromise a student's well-being and safety.

### **Hate Speech and Racism**

While consequence guidelines for abusive language and other forms of harassing conduct are shared explicitly in this Handbook, language that specifically targets an individual because of his or her ethnicity, skin color, national origin, religion, gender, or sexual orientation will likewise involve counseling staff and a tiered set of responses. The following procedure will be utilized in these cases:

Uxbridge High School will adopt trauma-informed approaches to school discipline ("What's wrong?" vs. "What's wrong with you?")

Tier 1: Meeting with the aggressor, parents and counseling team to outline a comprehensive educational plan that addresses the behavior, root causes of the incident, and fundamental beliefs that lead to the incident.

1. Counseling provided as needed
2. In-School Suspension and/or Office Detention

Tier 2. All parties given the opportunity to be heard through their due process rights.. An investigation leading to a determination of the possible motive of the incident.

1. Disciplinary action: Short term suspension
2. Mandatory Counseling

Tier 3: All parties given the opportunity to be heard through their due process rights.

Disciplinary action:

1. Long term suspension hearing
2. Police notification
3. Long term counseling program

### Definitions

For the purpose of the Uxbridge High School discipline code, the school adopts the definitions approved under 603 CMR 53.00, which stipulates the purposes and definitions of specific types of offenses and consequences.

1. **Disciplinary offense** means any alleged or determined disciplinary infraction by a student, *except for*: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c71, §§37H or 37H ½.
2. **Disciplinary offense under G.L. c71, §§37H or 37H ½** means one or more of the following alleged or determined disciplinary infractions: ) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c71, §§37H or 37H ½.
3. **Expulsion** means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c71, §§37H or 37H ½.
4. **In-School Suspension** means the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due-process, appeal, and reporting purposes.

5. **Long-term suspension** means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) days cumulatively for multiple offenses during a single school year. The principal may allow a student to serve a long-term suspension in-school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.
6. **Short-term suspension** means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal may allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
7. **Suspension** means short-term and long-term suspension, unless otherwise stated.
8. **Office Detention** is an assigned 60-minute period after school time to be served on Monday through Friday. Students will be given 24 hours notice to make arrangements to serve the detention. After school jobs and student co-curricular activities are not considered valid reasons for not attending detention.
9. **Community Service** is a donated service or activity that in some cases may be given as a consequence. Time and placement of service will vary based on infraction.
10. **Saturday School** is an assigned period of four hours on Saturday morning. Students must report to the designated room by 8 am. Students arriving late will be assigned an office detention. Students arriving more than 30 minutes late will not be allowed to enter. It will be considered a Saturday school cut. Students failing to report to Saturday School without prior permission from the administration will automatically receive a one-day out-of-school suspension. In some cases Saturday School will be given in lieu of Out of School Suspension.
11. **Social Suspension** means the removal solely from participation in extracurricular activities or school-sponsored events, which may or may not include the removal from participation in interscholastic athletics or from an extracurricular activity.

In every case of student misconduct for which a suspension may be imposed, a principal shall exercise discretion in deciding the consequences for the offense; consider ways to reengage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried.

#### **Notice of Suspension and Hearing Under §37H ¾**

1. Suspension will only be imposed a consequence for a disciplinary offense after the student and parent/guardian has been provided oral and written notice, and the student has been provided an opportunity for a hearing on the charge and the parent the opportunity to participate in such hearing.
2. For any disciplinary offense that could result in a suspension, student shall be provided oral and written notice to the student in plain language:
  - a. The disciplinary offense;



- b. The basis for the charge;
  - c. The potential consequences, including the potential length of the student's suspension;
  - d. The opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - e. The date, time, and location of the hearing;
  - f. The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;
  - g. If the student may be placed on long-term suspension following the hearing with the principal:
    - i. The rights set forth in 603 CMR 53.08 (3)(b) and
    - ii. The right to appeal the principal's decision with the superintendent.
3. The principal shall make reasonable effort to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing with a parent present, the principal must be able to document reasonable efforts to include the parent.
  4. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the parent and principal.

#### **Emergency Removal From School Under §37H ¾**

1. The principal shall not be prevented from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal, during which time the school shall:
  1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need of said removal, and the other matters set forth above;
  2. Provide written notice to the student and parent, as noted above;
  3. Provide the student with an opportunity for a hearing with the principal and the parent/guardian the opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for the 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.
1. A student will not be removed from school on an emergency basis until adequate provisions have been made for the student's safety and transportation.

## **Hearing with the Principal**

### **In the case of Potential Short-Term Suspensions:**

1. The purpose of the hearing with the principal is to hear and consider information regarding the alleged disciplinary offense for which the student may be suspended, provide the student with an opportunity to explain the circumstances surrounding the alleged incident, determine if the student committed the offense, and, if so, the consequences for the infraction.
2. 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.
3. The principal shall notify both the student and parent/guardian of the determination and the reasons for it, and, if the student is issued a short-term suspension as a consequence, the duration of the 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.

### **In the case of Potential Long-Term Suspension**

1. The purpose of the hearing with the principal is to hear and consider information regarding the alleged disciplinary offense for which the student may be suspended, provide the student with an opportunity to explain the circumstances surrounding the alleged incident, determine if the student committed the offense, and, if so, the consequences for the infraction.
2. In addition to the rights outlined for the short-term suspension hearing, the student shall have the following rights:
  - a. 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;
  - b. The right to be represented by counsel or a lay person in the student's choice, at the student's/parent's expense;
  - c. The right to produce witnesses on his/her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
  - d. The right to cross-examine witnesses presented by the school district;
  - e. The right to request that the hearing be recorded by the principal, and a copy of the audio recording be provided to the student or parent upon request. If said request is made, the principal shall inform all participants before the hearing that an audio record will be made a copy provided to the parent and student upon request.
3. The principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
4. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address

provided by the parent for school communications, or 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:

- 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 information 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 (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
  - ii. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

#### **Hearing with the Superintendent in the case of Long-Term Suspension**

1. 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.
2. The student or parent shall file a notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension. 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.
3. 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.
4. 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.
5. 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.

6. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as outlined above.
7. The superintendent shall issue a written decision within five (5) 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.
8. The decision of the superintendent shall be the final decision of the school with regard to the suspension.

#### **In-School Suspension under Section § 37H<sup>3/4</sup>**

1. The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
2. The principal may impose an in-school suspension for any disciplinary offense under this provision, provided that the principal follows the processes set forth below and the student has the opportunity to make academic progress.
3. The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
4. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
5. The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

#### **Social and Extracurricular Suspension**

1. The principal or designee may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct.
2. Severe or excessive disciplinary referrals may result in ineligibility for all extra-curricular activities including but not limited to: sports teams, clubs, dances, social events, Junior Prom/Senior Prom etc. Students and parents will have a meeting with administration and receive written notification when in danger of receiving such consequences.

3. Further, if a senior student possesses excessive disciplinary referrals, he/she will not be permitted to take part in any senior week activities (those activities that traditionally take place during the week following Senior Release). This may also include senior trips, Senior Scholarship Night and/or graduation ceremonies.
4. In cases of social and/or extracurricular suspension, the decision of the principal's designee (i.e. the assistant principal) may be appealed to the principal, whose decision will be final.

### **Education Services and Academic Progress**

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 (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.
3. 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.
4. 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.

### **Procedures for Pupils with Individualized Educational Plans**

The Commonwealth of Massachusetts, Department of Education, and Division of Special Education requires that the following procedures be implemented for students who have Individualized Educational Plans (I.E.P.).

1. Team determines if the student can/cannot meet regular discipline code and writes into the I.E.P.
2. Special Education Administrator provides administrator responsible for discipline, with the name of the student who has an I.E.P. and information as to whether the student can/cannot be expected to meet the regular school discipline code.
3. If the student commits a suspendable offense, the administration may review the I.E.P. and confer with the administrator responsible for discipline regarding the disciplinary action.

4. Both administrators complete necessary record keeping procedures.
5. If suspension will result in exclusion for less than ten cumulative days in a given year and if the I.E.P. indicates that the student can meet the regular discipline code, the Special Education Administrator advises the administrator who is responsible for discipline that the suspension is appropriate.
6. If suspension will result in exclusion for more than ten days and if the I.E.P. indicates that the student can meet the regular school discipline code, the student is suspended. However, a team meeting is convened to review the I.E.P. and determine alternative special education service delivery during the period of exclusion. Services should be provided after the tenth day.

After following the procedures listed above the parent may request a hearing pursuant to 402.0, the student shall continue in the last agreed on educational placement pending the hearing unless another placement is agreed upon by both parties, or a court order permits the school committee to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or others. If the I.E.P. indicates a modified discipline code for the student, the student will be disciplined in accordance to the provisions of the I.E.P.

#### **Provisions Regarding a Manifestation Review**

When a student with disabilities receives a suspension of longer than 10 consecutive days or a series of suspensions that are shorter than ten days but constitute a change in placement, the team convenes to develop or review a Functional Behavior Assessment (FBA) of the student's behavior to modify a plan or develop an assessment plan, to identify an appropriate alternative educational setting, and to determine the relationship between the disability and the behavior. This is called a Manifestation Decision and the following questions need to be answered by the team:

1. Is the I.E.P. appropriate?
2. Is the placement appropriate?
3. If there was a behavior plan, was it implemented?
4. Does the student understand the impact and consequences of the behavior?
5. Can the student control the behavior?

If the team determines that the behavior is not a manifestation of the disability, the district may suspend or expel the student consistent with policies applied to any student. The district must also offer an appropriate educational program to the student that may be in another setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting for up to 45 days if the behavior involves weapons or illegal drugs while at school or a school function, or if the district has evidence that the student is "substantially likely" to injure himself or others and a hearing officer orders the alternative placement, and curriculum to receive services on the I.E.P.

If the team determines that the behavior is a manifestation of the disability, the district takes steps to correct the I.E.P., the placement, or the behavior plan and does not suspend the student again during the school year.

The district provides written notice to the parents of all rights of appeal and to an expedited hearing. If the parent chooses an appeal, the student remains in the placement on the last accepted I.E.P., State Regulations M.G.L. Ch. 76, Sections 16-18 and Ch. 71, Section 37 H

### **Discipline of Students Not Yet Determined Eligible for Special Education**

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary action measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as the result of the evaluation, the school district must provide the student with special education and related services in accordance with IDEA.

### **Due Process**

With regard to due process for students, The *Code of Student Conduct* is administered within the guidelines set forth by Massachusetts General Laws, Massachusetts court cases, and the U.S. Supreme Court. The Supreme Court has held that the Due Process Clause of the Fourteenth Amendment requires that a student facing temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against him or her, explanation of the basis for the accusation(s), and an opportunity to present his or her version of the facts. In addition, the Court has held that unless the student’s continued presence at school endangers persons or property or “threatens disruption of the academic process,” the hearing must precede rather than follow the suspension. Before a student is suspended for ten days or less, he or she is first given an informal hearing by a school administrator. A parent or guardian is then contacted by phone and/or letter and provided with the details of the action that has been taken and the reasons for it.

Students who receive out of school suspensions will return to school only when accompanied by a parent who will meet either with the assistant principal or principal before they are readmitted.

### **Appeals Process**

Any student who disagrees with the decision of a staff member may appeal to the next administrative level. All appeals must be made within three school days of the event. **The decision of the principal at his school level is final.** The exception to this three day-appeal process is for expulsions or long-term suspensions as listed under Massachusetts General Laws, Chapter 71, Section 37H.

### **THE ABC'S OF DISCIPLINARY INFRACTIONS;**

Below is a glossary of potential disciplinary violations that could occur:

#### **Academic Integrity**

Students are expected to maintain the highest standards of trustworthiness, honesty, intellectual integrity, and responsibility.

#### **Cheating**

1. **Cheating** includes, but is not limited to the following:
  - a. communicating with another student during a test, quiz, or any other form of evaluation
  - b. copying or allowing copying in any testing situation
  - c. copying or allowing copying of homework, class work, projects, or other material unless specifically allowed by the teacher
  - d. using unauthorized notes or devices
  - e. attempting to cheat
  - f. submitting falsified information for grading purposes
  - g. obtaining a copy of information about a examination and/or giving information about such examinations without the knowledge of the teacher
2. **Collaboration**
  - a. Study or homework collaboration is not considered academic dishonesty unless the teacher prohibits or limits procedures or expectations. Teachers shall guide students in understanding when collaborative efforts are not appropriate.
3. **Plagiarism.** Plagiarism includes, but is not limited to, the following:
  - a. presenting, as one's own, words, works, or opinions of someone else without proper acknowledgment
  - b. borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement

The following are examples of plagiarism:

- failure to document with quotation marks any material copied directly from other sources
- failure to provide an appropriate bibliography
- use of another's work as one's own, particularly in the creative arts, e.g. themes, poems, musical compositions, or artwork
- copying or duplicating another person's homework, essay, tests, or projects



Often, in responding to research and written assignments, students are engaged with other's ideas: in lectures, from texts, from class discussions. Thus, it is imperative that students give credit, where credit is due. If a student uses the ideas and/or words of others without giving proper credit to the writer or speaker of those ideas and/or words, a student is plagiarizing.

In addition, easy access of electronic information and multiple web sites that offer responses to assignments present students with opportunities that may compromise their integrity and define their work as plagiarism.

#### How Can Students Avoid Plagiarism?

- To avoid plagiarism, a student must give credit whenever a student uses:
- another person's ideas, opinion, or theory
- any facts, statistics, graphs, drawing-any pieces of information that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrases of another person's spoken or written words

Students should be very careful to copy direct quotes exactly when taking notes from another source. Remember, any paraphrase of another's words and/or ideas must also be given credit. Use the MLS listing for bibliography and footnotes, available from your teachers and at the Media Center front desk, in order to document the material you integrated into your paper or presentation.

#### 4. **Lying and Forgery** include, but are not limited to, the following:

- willfully telling an untruth or falsehood
- any form of deceit, attempted deception, or fraud
- lying to administrators, faculty members, and other staff
- falsifying any school document
- signing any signature that is not one's own
- altering or falsifying notes and passes

#### 5. **Illegal Use of Technology** includes, but is not limited to, the following:

- illegally using or accessing computers, software, telecommunications and related technologies; or being involved in willful acts that cause physical, financial, emotional, or other harm; or disrupting information technology in any manner
- illegally copying of videotapes or broadcast material

#### **Consequences**

The administration has instructed each teacher to develop and implement a policy relating to these infractions and to communicate this policy to students in his/her classes. A violation of this section could result in a disciplinary procedure including:

1. The teacher will hold a conference with the student regarding the infraction.
2. The student who plagiarized (*committed the violation*) will receive a zero for the test, paper, or assignment in which the plagiarism (*violation*) occurred.
3. The student will not have the opportunity to make up the test, paper, or assignment.

4. The teacher will notify the parents and document the incident with a referral to the main office. The referral form will be kept in the student's discipline file.

5. On the second and future offenses, students will receive the above responses as well as referral to the administration and disciplinary action of Office Detention or Out-of School suspension. Students will also render themselves ineligible for character-based activities such as, but not limited to, National Honor Society

### **Arson**

Discipline response:

All – Minimally, a short-term suspension of ten days will be imposed. The principal may consider long-term suspension or expulsion; referral to the police.

### **Being in an unauthorized area**

All students are assigned to a class period or other area during the school day. If a student is found in another area other than their assignment, this constitutes being in an unauthorized area. This violation also relates to passage in an unnecessary hallway, use of gymnasium area restrooms when not assigned to the gymnasium, and other areas not related to a student's assigned class.

Discipline response: Office detention

### **Bomb Threats and False Fire Alarms**

Discipline response:

All - Minimally, a short-term suspension of ten days will be imposed. The principal may consider long-term suspension or expulsion; referral to the police.

### **Cell Phones**

Cell phones are not a "right," but a privilege. If a student is determined to be disrupting the education process for the teacher, a class, other students, or him/herself, a student may be required to either (a) surrender a phone at the office at the start of each school day or (b) not bring a phone to call at all. Failure to comply with this direction will result in a referral for insubordination (see below).

### **Chemical Health**

An Uxbridge High School student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer," edible forms of cannabinoids, cannabis or CBD oil, electronic, or vapor cigarettes. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor and approved for the student to carry, in consultation with the nurse.

Herbal remedies/extracts/oils, as well as legally defined drugs either prescribed for another person's use or not approved for the student to carry in consultation with the nurse, are not permitted.

To better understand the policy, Uxbridge High School adopts the following definitions:

- **Consumption**, which is considered use of alcohol or drugs. Student need not be in the act of consuming; rather, information indicative of any consumption constitutes a violation.
- **Possession**, which is considered actual presence of alcohol or drugs, including those in ownership and in the presence of said substance(s).
- **Paraphernalia**, which ranges from items that support or promote alcohol or drugs to items that contained or are employed in the use of alcohol or other drugs.
- **Distribution**, which is the provision of alcohol, illegal drugs, legal proximates of illegal drugs, or legal drugs prescribed to the distributor to others, whether or not for profit. Due to the danger to our community, distribution escalates the school's response.

If the school finds that any of the above standards are met/violated, it will be determined that the student is in violation of the Chemical Health Eligibility Policy and subject to consequences.

### **Class Cutting**

A class cut is any unauthorized non-attendance during an assigned period, including lunch.

Discipline response:

- 1<sup>st</sup> - 2 Office detentions.
- 2<sup>nd</sup> - 3 Office detentions.
- 3<sup>rd</sup> + - Saturday School and student-teacher-parent conference.

No credit may be earned for work missed as a result of class cutting.

### **Class Disruption**

A school can meet its educational goals only when each student respects the rights of every other student to learn in an orderly environment. No student has the right to behave in a way that hinders the learning process. Every student and staff member has the right to be treated with dignity and respect.

Generally, the first response to disruptive behavior is from the classroom teacher. The teacher may move the student's seat, contact the parent/guardian, conference with the student, or keep the student after school both as a disciplinary consequence and as an opportunity to discuss the student's behavior. If these initial teacher efforts fail to produce a behavior change, the teacher may remove the student from the class.

The teacher may arrange for a parent/teacher/student/administrator conference, at which time a contract may be written regarding classroom behavior. This contract will identify what is expected of the student, what the teacher and/or other school personnel will do to help the student meet these expectations, and what the consequences for inappropriate behavior will be. Such consequences may include after school detention with the teacher, removal from the class for an instructional period, removal from the class pending a parent/teacher/student conference, removal from the class with parent to remove the student from school or permanent removal from the class.

### **Corridor Passes**

Corridor passes are necessary for any passing within the building during class time. Passes are obtained from the teacher.

Discipline response: Office detention

### **Destruction of School Property**

The destruction of school property can lead to a short-term suspension of up to 10 days and restitution. In the case of a felonious destruction of property or vandalism, the police will be contacted and consequences including those pursuant to Massachusetts Chapter 37H ½ will be imposed.

### **Dismissal from School**

Dismissal from school should be used for medical or legal appointments that could not be scheduled after school hours. Student dismissal on a daily or consistent basis will not be permitted unless documented for an extreme medical condition. Students are required to sign out of the office.

### **Disturbing the Normal Process of the Daily Activity of the School**

Behavior which disrupts the educational process may include but not limited to:

Inappropriate behavior, inappropriate physical contact, making excessive noise, misuse of equipment, etc

Based upon the nature of the disturbance, the range of discipline responses will be (a) office detention, (b) Saturday suspension, and/or (c) short-term suspension (d) notification and involvement of Uxbridge Police Department

### **Drugs, Dangerous Weapons and Staff Assaults**

(Massachusetts General Laws Chapter 71, Section 37H)

(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 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.

(b) Any student who assaults a principal, assistant principal, teacher, teachers' 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.

(c) 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).

(d) 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 student 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.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

#### **Felony, Students Charged with**

(Massachusetts General Laws Chapter 71, Section 37H-1/2)

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 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 his 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 educational 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.

#### **Felony, Students Convicted of**

(Massachusetts General Laws Chapter 71, Section 37H-1/2)

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 substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons such expulsion prior to such expulsion 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.

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 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 decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

### **Fighting/Assault**

Pushing, punching, horseplay, wrestling, or other types of physical force such as locker boxing cannot be tolerated. The determination as to whether such behavior constitutes a fight rests with the staff member who observes the behavior, not with the student participants. A fight is typically defined as mutual engagement in physical altercation. An assault can be defined as a single individual wishing to inflict harm or control another individual.

Discipline response: Short-term suspension of up to five days

At the discretion of the principal or assistant principal, a hearing may be scheduled to consider a Short-term suspension of more than five days, long-term suspension or expulsion. Referral to police where appropriate.

### **Hate Speech and Harassment Indicators**

The existence of "harassment indicators" often provides key support for a determination that the perpetrator engaged in behavior based on or because of the "victim's" race, color, national origin, ancestry, sex, sexual orientation, sexual identify, or disability, rather than for some other reason unrelated to civil rights. Although the presence of one or more "harassment indicators" may suggest an incident involves a form of discriminatory harassment, it does not automatically establish it.

Indicators that incidents may involve discriminatory harassment include:

1. Use of derogatory words, gestures, writings, text or instant messages relating to a victim's race, color, religion, national origin, ancestry, sex, sexual orientation, sexual identity or disability;
2. Derogatory graffiti, drawings or markings relating to a victim's group identity, including use of symbols of hate, such as a swastika, noose or burning cross;
3. Certain clothing, items or things indicating that bias is involved (e.g., wearing a hat with a confederate flag, or invoking images of the KKK, which, for example, would impact an African-American student even more than use of racial slurs);
4. Instigator or aggressor has been involved in prior incidents with others from the same racial, ethnic, religious, gender, disability or sexual orientation group as the victim;
5. Victim belongs to a racial, ethnic, religious, disability or sexual orientation group that is relatively small in number in the school or community, where the victim stands out as "different" from most of their peers;
6. Where the presence of the victim's group in the school or community is opposed or unwelcome (for e.g., a new racial or immigrant group has moved into a racially or ethnically homogeneous neighborhood or community);
7. A history of conflict exists between the victim's racial, ethnic, national origin or religious group and the offender's racial, ethnic, national origin or religious group in the school, community or country of origin, that may have instigated or contributed to causing the incident, or may have provoked retaliation;
8. Victim or witness perceives that the incident was motivated by bias or prejudice against the victim's race, ethnicity, religion, disability or sexual orientation;
9. Incident occurs on date of significance to the victim as a member of a group (i.e., religious holiday, "9 I 11 "; Gay Pride Day, Martin Luther King's Holiday);
10. Incident's location suggests that the was student targeted because of group identity (for e.g., outside the room where the PRIDE club meets; in school corridor or on school grounds where an identifiable racial or ethnic group commonly gathers)
11. The victim was engaged in activities promoting, for example, a racial, religious, or sexual orientation group, such as a Gay-Straight Alliance, a Christian, Jewish or Muslim group meeting, or participating in a woman's rights group;

12. The victim was perceived as violating or breaking from, for example, gender roles or stereotypes, or participating in non-traditional school clubs or activities for their gender (for e.g., a female student interested in a career in auto repair or a male student in nursing or cosmetology); and
13. Possible involvement of an organized hate group, or where the offender shows interest in hate group messages, or circulates printed hate literature.

Discipline Response: Will include mediation, when possible, education, and consequences including in-school, short-term, and/or long-term suspension, based on the severity or repetition of the act.

### **Hazing**

See School Committee policy on hazing conduct.

### **Language (abusive or threatening)**

Language that is abusive or threatening is even more serious than language that is rude or profane.

Discipline Response: Short-term suspension of up to ten days.

At the discretion of the principal or assistant principal, a hearing may be scheduled to consider a long-term suspension of more than 10 days or expulsion. Referral to the police as appropriate.

### **Language (rude, profane, or obscene)**

Language, which is rude, profane, or obscene, whether directed at students or staff members or used in the presence of others, cannot be tolerated.

Discipline Response:

Vulgarity undirected: 1 Office Detention.

Vulgarity directed toward staff: In-School or Short-term suspension

### **Leaving School Grounds**

Once students are present in school or on school grounds, they may not leave without permission. This issue presents a serious safety issue at school. If students need to leave school for any length of time due to an emergency, they must first ask the permission of an administrator. A student leaving school in a car may lose his/her driving privileges for twenty school days. A second violation may result in losing driving/parking privileges for the remainder of the school year.

Discipline Response: In-School Suspension, Office Detention, Out-of-School Suspension

### **Respect for Authority/Insubordination**

Insubordination is noncompliance with a request from any member of the staff. Students at Uxbridge High School must yield to the authority of staff members and comply with direct requests for modifications of behavior. When a student feels a request or direction is unreasonable or unjustified, he



or she is still expected to comply at the time of the direction and may later appeal first to the teacher, then to an administrator.

Discipline response: At the discretion of the teacher or administrator where appropriate.

### **Throwing Food/Other Items in the Cafeteria**

Every student has the right to eat lunch in a non-threatening environment. Therefore, throwing of food or other items in the cafeteria is prohibited. Based upon the nature of the disturbance, the range of discipline responses could be a detention up to an out-of-school suspension.

### **Tobacco Possession**

Possession of tobacco products and/or possession of paraphernalia (electronic cigarettes, lighters, matches, etc.) will result in the following discipline response:

Discipline response: At the discretion of the administrator where appropriate.

### **Tobacco Use**

Smoking and the use of any other tobacco products, including electronic cigarettes, are prohibited in all areas of public school buildings, facilities, properties, and grounds.

Discipline Response:

- 1<sup>st</sup> Offense: At the discretion of the administrator where appropriate.
- 2<sup>nd</sup> Offense: At the discretion of the administrator where appropriate, and/or confirmed participation in an approved smoking cessation/counseling program.

A student found with a lighted cigarette will be considered to be smoking. If smoke is detected coming from a group of students (for example, in a closed bathroom stall), all persons in the group will be considered to have been smoking. In each of these instances, the consequences outlined above will apply.

### **Truancy**

Truancy is defined as unexcused non-attendance for a full day of school.

Discipline response: In-School Suspension

### **Vandalism and Theft**

The intentional marring, damaging or destroying of school property including the parking lot, its vehicles, or the property of students and staff constitutes vandalism. Taking the property of another without prior permission constitutes theft.

All Discipline responses:

1. Short-term suspension of up to 10 days. The student may be scheduled for a hearing before the principal to consider to consider a long-term suspension of more than 10 days.

2. Prosecution may be sought.
3. Restitution will be required.
4. Community service may be assigned.
5. A senior student may not be allowed to participate in senior week activities (Class Day, Senior Scholarship/Awards Night, etc...) and may be denied participation in graduation exercises.

***Students are advised to lock all belongings in their lockers. The school district is not responsible for lost or stolen items.***

## **CONSEQUENCES**

### **Community Service**

A donated service or activity that in some cases may be given as a consequence. Time and placement of service will vary based on the infraction.

Discipline Response:

Failure to report to community service: Missed community service reassigned and make up of the original hours.

Disruptive behavior during community service: Suspension

### **Office Detention**

Office detention will be assigned by an administrator for misconduct of a more serious nature and for repeated misconduct of a minor nature. Some examples are: habitual tardiness to class, misbehavior on busses or in the cafeteria, corridors or library. Office detention is held between 1:55-3:00 PM Monday-Friday. Office detention must be served on the day it is assigned or the next available day. If however, a student has a previously assigned detention on the day of a tardy, they will be expected to serve it the following day. Work and other appointments are not excuses to miss an office detention.

If a student is absent or dismissed on the day of a scheduled Office Detention, the student will be automatically placed on the Office Detention list for the following day. Since detention will be automatically assigned, it is the responsibility of the student to track their scheduled detentions.

Discipline Response:

Failure to stay for office detention: Missed detention reassigned and second office detention assigned.

Failure to stay for either of those: In-School Suspension or Short-Term Suspension

### **Saturday School**

Saturday School is an assigned period of four hours on Saturday morning. Students must report to the designated room by 8 am. Students arriving late will be assigned an office detention. Students arriving more than 30 minutes late will not be allowed to enter, and will be considered a Saturday School cut.

Discipline Response:

Failure to fulfill Saturday School: Missed Saturday School reassigned and second Saturday School assigned  
Failure to fulfill for either of those: In-School Suspension or Short-Term Suspension

### **Social/ExtraCurricular Suspension**

A student is not permitted to participate in extracurricular activities for a predetermined periods, including all proms, dances, athletic events, or club activities. A student may also forfeit a position of leadership or have his/her privileges revoked, either temporarily or permanently, based on the infraction and per conference with administration.

### **In School Suspension**

The student will report to the school and participate in activities in a predetermined location, with reflection on the conduct that led to the behavior/consequence. The consequence is supervised.

### **Teacher Assigned Detention**

All teachers will handle their own detention for minor incidents occurring within the teacher's jurisdiction. If a student does not report for a teacher detention, the teacher will confer with the student and determine whether the student's explanation is acceptable.

Discipline response:

Failure to report: 1 Office detention

### **Online Diversionary Course/Vaping**

This Uxbridge High School Online Diversionary Course offers certain eligible high school offenders an alternative to a lengthy out-of-school suspension; in most cases it is a reduced suspension and a weekly educational program on the harmful effects of drugs or alcohol. Diversion allows the student the opportunity to participate in a supervised education program, weekly check-ins, meetings with a wide range of helpful professionals (school nurse, counselor, asst. principal, school resource officer, etc.) as well as weekly related videos, articles, and/or other resources. The program seeks to treat students, not as criminals, but as students in need of counseling, encouragement, one-on-one connection with adults within the school, and a targeted educational program about the harmful effects of drugs or alcohol so they may make better choices. The specific activities in the UHS Online Diversionary Course are always evolving as new resources emerge.

### **Disciplinary Chart**

*Applies to classroom, building, property and school events. School sponsored events off campus are subject to the same rules. The administrator may make exceptions to these, either in favor of a lesser or a more severe consequence, depending upon the circumstances of a specific incident. All students should note that rules related to substance possession and use apply to school and non-school events during the entire school year. **This chart does not replace student responsibility to read and understand full text as detailed in the handbook.***

***Students in positions of leadership may have those positions forfeited, as deemed appropriate by school administration or upon recommendation of an advisor or coach. When considered an appropriate measure by the administrator, social/extracurricular consequences may be a disciplinary action for all offenses listed below.***

Offenses	Disciplinary Action
Academic Integrity Violations Cheating, Unapproved Collaboration or Plagiarism	<ul style="list-style-type: none"> <li>· Teacher conference</li> <li>· Receipt of a zero for test, paper or assignment</li> <li>· No opportunity for make up</li> <li>· Notification of parents</li> <li>· Referral to main office-documentation kept on file</li> <li>· 2<sup>nd</sup> and future offenses- all of above plus office detention or out- of-school suspension. Ineligible for character-based activities.</li> </ul>
Absence from school	Total absences permitted before loss of credit: -14 absences for a full year course -7 absences for a semester course <b>Credit Letter Warning Letter sent at (5) absences</b> <b>Loss of Credit</b> Semester Course: 8 absences Full Year Course: 15 absences
Arson Bomb threats False Fire Alarms	<ul style="list-style-type: none"> <li>· Short-term suspension of up to ten days</li> <li>· Long-term suspension or expulsion possible</li> <li>· Referral to police</li> </ul>
Being in an unauthorized area	<ul style="list-style-type: none"> <li>· Office detention</li> <li>· Saturday school</li> <li>· In-School Suspension</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>· May include parental conference, police notification, detention, Saturday detention, In-school suspension, short-term suspension from school, or exclusion</li> </ul>

Cellular Phones and Portable Listening Devices, Use of	<ul style="list-style-type: none"> <li>· Device is taken, parent may be required to pick up</li> <li>· May include office detention, Saturday suspension, In-School Suspension and/or short-term suspension</li> </ul>
Civil Rights Violation	<ul style="list-style-type: none"> <li>- Following investigation related to Title VI, VII, or IX, goal will always be to educate the student first;</li> <li>- Detention, in-school suspension, reflection on conduct</li> <li>- Multiple offenses could result in more stringent consequences</li> <li>- Progressive discipline is imposed.</li> </ul>
Class Cutting	<ul style="list-style-type: none"> <li>· 1<sup>st</sup> Offense- 2 Office detentions</li> <li>· 2<sup>nd</sup> offense- 3 Office detentions</li> <li>· 3<sup>rd</sup> offense- Saturday School, In-school suspension, and/or parent conference</li> <li>· No credit may be earned for work missed</li> </ul>
Class Disruptions	<ul style="list-style-type: none"> <li>· Dealt with by classroom teacher</li> <li>· May include change of seat, teacher detention, or parent contact</li> <li>· If behavior continues, detention, development of contact and/or removal from class pending student/parent/teacher/administrator conference</li> </ul>
Corridor Passes	<ul style="list-style-type: none"> <li>· Office detention</li> </ul>
Dangerous Weapon, Drugs or assault of a staff member on school premises or at school sponsored of school-related events (M.G.L. Chapter 71, Section 37H)	<ul style="list-style-type: none"> <li>· Subject to long-term suspension and/or expulsion</li> </ul>
Destruction of School Property	<ul style="list-style-type: none"> <li>· Short-term suspension of up to 10 days</li> <li>· Restitution</li> </ul>

Disruption of Educational Process	<ul style="list-style-type: none"> <li>May include office detention, Saturday suspension, and/or short-term suspension</li> </ul>
Dress Code	<ul style="list-style-type: none"> <li>Student may be asked to correct dress or be sent home</li> </ul>
Failure to stay for office detention	<ul style="list-style-type: none"> <li>Missed detention reassigned and 2<sup>nd</sup> office detention</li> <li>Failure to stay for above – Saturday School or In-School Suspension</li> </ul>
Failure to report to teacher's detention	<ul style="list-style-type: none"> <li>1 office detention</li> </ul>
Felony Charges and/or Convictions	<ul style="list-style-type: none"> <li>See above.</li> </ul>
Fighting/Assault	<ul style="list-style-type: none"> <li>Short-term suspension up to 5 days</li> <li>Hearing may be held to consider short-term suspension of more than 5 days, In-school suspension, long-term suspension, or expulsion</li> <li>Referral to police as appropriate</li> </ul>
Harassment	<ul style="list-style-type: none"> <li>See School Committee Policy</li> <li>May include parental conference, police notification, suspension from school, In-school suspension, and/or exclusion</li> </ul>
Hazing, Crime of (M.G.L. Chapter 536 and Chapter 269, Sections 17-19)	<ul style="list-style-type: none"> <li>See School Committee Policy</li> <li>Referral to police for possible prosecution</li> <li>Minimally, short-term suspension of ten (10) days</li> <li>Hearing may be held to consider long-term suspension or expulsion</li> </ul>
Language, abusive or threatening	<ul style="list-style-type: none"> <li>May include in-school suspension or Short-term suspension of up to 10 days</li> <li>Referral to police as appropriate</li> <li>Hearing may be held to consider long-term suspension or expulsion</li> </ul>

Language, Rude, profane or obscene	<ul style="list-style-type: none"> <li>· 1 Office Detention</li> <li>If directed toward staff: short-term suspension</li> </ul>
Leaving School Grounds	<ul style="list-style-type: none"> <li>· May include office detention, in-school suspension, Saturday school, or short-term suspension</li> <li>· Loss of driving privileges</li> <li>· 2<sup>nd</sup> violation- loss of driving privileges for remainder of school year.</li> </ul>
Outside of School Conduct	<p>When a nexus exists between the out-of-school conduct and the school community, students, etc., consequences may be imposed.</p> <ul style="list-style-type: none"> <li>· May include office detention, in-school suspension, loss of privileges, Saturday school, or short-term suspension</li> </ul>
Respect for Authority/Insubordination	<ul style="list-style-type: none"> <li>· At the discretion of teacher or administrator where appropriate</li> </ul>
Tardiness to Class	<ul style="list-style-type: none"> <li>· Teacher imposed detention, parent contact and application of minimum attendance policy</li> </ul>
Tardiness to School	<ul style="list-style-type: none"> <li>· 3<sup>rd</sup> tardy in a quarter results in a ½ hour detention; after 8:30, a 1-hour detention is assigned</li> <li>· Upon reaching the 4<sup>th</sup> tardy in a quarter 1 hour office detention for that tardy and each subsequent tardy</li> <li>· Excessive tardiness will result in referral to assistant principal/parking privileges and/or social consequences may be assigned</li> </ul>
Technology, Inappropriate use of	<ul style="list-style-type: none"> <li>· Cancellation of the privilege</li> <li>· May include office detention up to short-term suspension</li> </ul>

Throwing Food/other Items in Cafe	<ul style="list-style-type: none"> <li>· May include office detention, in-school suspension, Saturday school, or short-term suspension</li> </ul>
Tobacco-Possession of Products or Paraphernalia, including electronic/vapor cigarettes	<ul style="list-style-type: none"> <li>· Saturday detention, in-school suspension, or short-term suspension</li> </ul>
Tobacco, Use, including electronic or vapor cigarettes	<ul style="list-style-type: none"> <li>· 1<sup>st</sup> offense- Saturday school, In-School Suspension, and/or short-term suspension, as well as participation in counseling or cessation program or online diversionary cours</li> <li>· 2<sup>nd</sup> offense-short-term suspension;</li> <li>· MIAA Chemical Health Policy mandates that athletes be suspended for 25% of contests for 1<sup>st</sup> offense, 60% for 2<sup>nd</sup> offense, 1 full year for 3<sup>rd</sup> offense (Violation at any time during the school year impacts athlete's season of play)</li> </ul>
Truancy	<ul style="list-style-type: none"> <li>· In-School suspension</li> <li>· Parent/Administrator contact</li> <li>· Possible loss of credit</li> </ul>
Vandalism and Theft	<ul style="list-style-type: none"> <li>· Short-term suspension up to 5 days</li> <li>· Hearing may be held to consider short-term suspension of more than 5 days, long-term suspension, or expulsion</li> <li>· Referral to police as appropriate; Prosecution may be sought</li> <li>· Restitution</li> <li>· Community service may be assigned</li> <li>· A senior student will not be allowed to participate in senior week activities, and may be denied participation in graduation exercises</li> </ul>
"Vaping Device"	<ul style="list-style-type: none"> <li>· 1<sup>st</sup> offense- Saturday school, In-School Suspension, and/or short-term suspension, as well as participation in</li> </ul>



	counseling or cessation program; Participating in online diversionary course · 2 <sup>nd</sup> offense-short-term suspension; · MIAA Chemical Health Policy mandates that athletes be suspended for 25% of contests for 1 <sup>st</sup> offense, 60% for 2 <sup>nd</sup> offense, 1 full year for 3 <sup>rd</sup> offense (Violation at any time during the school year impacts athlete's season of play)
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For behaviors that impact student leaders: privileges or the opportunity to be eligible for leadership positions may be redeemed upon conference, contract, and agreement with school administration.

### **Chemical Health Consequences**

Jurisdiction applies to school and non-school sponsored events. Jurisdiction is also in effect, 24 hours each day - seven days per week, from the first allowable day of fall practice for the first sport to begin, through the end of the final athletic competition of the year.

First Violation – Student-Athletes	Second Violation – Student-Athletes
<p>MIAA policy applies. Loss of eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport.</p> <p>If during school day or school event, all consequences as outlined above also apply.</p> <p>Loss of team leadership position</p> <p>Loss of eligibility for future team leadership positions for one calendar year</p>	<p>Loss of eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport.</p> <p>If after the second or subsequent violations, the student becomes a participant in an approved chemical dependency or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events.</p> <p>Loss of team leadership position</p> <p>Permanent loss of team leadership positions</p>
<p style="text-align: center;"><b>Chemical Health:</b></p> <p style="text-align: center;"><b>Uxbridge High School Students Outside of School</b></p> <p>Jurisdiction is also in effect, 24 hours each day - seven days per week, from the first extra-curricular activity in the summer through the end of the school year.</p>	
First Violation – All Students	Second Violation – All Students
Notification of parents/guardians	Notification of parents/guardians

<p>Loss of privilege to attend or participate in school events or co-curricular activities for 14 days (includes athletic, music or drama events, dances, prom and graduation).</p> <p>Immediate revocation of current leadership positions</p> <p>Loss of eligibility for elected, nominated, or appointed leadership positions for one calendar year</p>	<p>Loss of privilege to participate in school events or co-curricular activities for 30 days.</p> <p>Loss of eligibility for elected, nominated, or appointed leadership positions for remaining time at Uxbridge High School.</p>
<p align="center"><b>Chemical Health:</b></p> <p align="center"><b>Uxbridge High School Students – On Campus</b></p> <p>Jurisdiction is also in effect, 24 hours each day - seven days per week, from the first extra-curricular activity in the summer through the end of the school year, and at all school-sponsored events, which will be considered an extension of campus</p>	
First Violation – All Students	Second Violation – All Students
<p>Short-term suspension of up to ten days</p> <p>Notification of parents/guardians</p> <p>Loss of privilege to attend or participate in school events or co-curricular activities (i.e. dances and proms) for remainder of school year.</p> <p>Immediate revocation of any current leadership positions</p> <p>Loss of eligibility for elected, nominated, or appointed leadership positions for one calendar year</p>	<p>Short-term suspension of up to ten days/Long-term suspension</p> <p>Notification of parents/guardians</p> <p>Loss of privilege to attend or participate in school events or co-curricular activities (i.e. dances and proms) for remainder of time at Uxbridge High School.</p> <p>Loss of eligibility for elected, nominated, or appointed leadership positions for remaining time at Uxbridge High School.</p>

### **ATHLETICS**

Uxbridge High School is a member of the Massachusetts Interscholastic Athletics Association (MIAA). As a member we follow the rules and regulations of this organization. All rules in this *Uxbridge High School Student Handbook* also apply to all students.

### **Student Responsibilities**

To participate in sports at Uxbridge High School, each student must register through [www.familyid.com](http://www.familyid.com). All parts of the online registration form must be complete and signed with the appropriate signatures prior to a student being permitted to participate or try out.

The final date for the season's registration will generally be set as a week prior to the start of practice to enable the health staff to approve all physical examinations.

All student-athletes are required to pay the user fee as established by the Uxbridge School Committee prior to the first day of practice, if such a fee is established. Once a student-athlete has been selected or assigned to a roster, the student-athlete and his/her family will not be eligible for a refund. The exception to this would be a family who is approved for free/reduced lunch after a season has started but was not eligible for free-reduced lunch before the start of the season.

### **Other Guidelines**

- The High School office will develop an academic eligibility list of students. These lists will be forwarded to the Athletic Director's Office at the end of each term.
- Physicals are valid for 13 months. Copies of the physical examinations will be forwarded to the school nurse for filing.
- Students who have not completed all requirements listed under Student Responsibilities will not be allowed to practice or play.
- Students who, because of financial constraints are unable to pay the fee or who request a payment plan must be approved for participation through the Free/Reduced Lunch Program application process.

### **Interscholastic Eligibility Rules**

The violation of any eligibility rules may result in forfeiture of a game won or the elimination of player for participation for one year. Students that have participated in athletics outside Uxbridge High School or at another high school should notify the Athletic Director and/or assistant principal for clarification. The rules apply to all teams, all grades. The MIAA rules and regulations will be consulted on all questions of eligibility.

### **Conditions of Ineligibility**

The following circumstances constitute ineligibility:

1. If the student was not a member of some secondary school for the two months, exclusive of summer vacation months preceding the contest
2. If the student transferred from one high school to another. (Unless he/she qualifies for one of the fourteen exceptions provided by the rules and receive MIAA approval. Athletic Director and assistant principal should be contacted.)
3. If the student transferred to the present school after the start of the practice.
4. Student/Athletes are required to participate in physical education at all times.

5. If, since the student entered grade 9, twelve consecutive sports seasons have passed, whether or not the student has participated.
6. If the student's 19<sup>th</sup> birthday came before September 1, of the present school year.
7. If the student has graduated from any secondary school.
8. If the student is in a trade school, vocational division or alternative school that is not under the jurisdiction and supervision of the high school principal.
9. If the student was "persuaded" or influenced to transfer to the present high school by a Coach, Athletic Director, Principal or any other person connected with the school.
10. If the student is put out of a game for fighting or flagrant unsportsmanlike conduct, he/she is not eligible to play in the next scheduled game. This includes, but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the same season, the student is disqualified from any further participation in that sport for one full year.
11. If the student has one paired organ that is diseased or missing, he/she is not eligible for contact sports until approved by the MIAA Sports Medical Committee.

### **Athletic Eligibility**

If the student passes less than six courses during the marking period preceding any activity, he or will be considered academically ineligible and unable to participate in interscholastic athletics. The office will publish an academically ineligible list at the end of every quarter and the end of the school year.

- a. A student failing more than one class at the mid-term point will be considered to be on academic probation and will work with the athletic director, coach, Dean of Students, school counselor, and parent/guardian on a plan to restore full academic standing.

Eligibility determination for the fall athletic season is based on the final grades on the report card for the previous academic year (June), not the fourth quarter average.

With administrative approval, and as part of a defined recovery plan, a student-athlete may be provided the opportunity to practice with a sport or serve the team in an alternative capacity, but not participate in interscholastic competition.

For classes that are proficiency or standards-based, a "0" or "Proficiency Not Determined" in the first or second quarter will be considered the equivalent of a traditional failing grade for the purpose of determining eligibility. An assessment of "0", "1," "Proficiency Not Determined," or "F" for the third quarter or the final end-of-year grade will also be considered the equivalent of a traditional failing grade for the purpose of determining eligibility.

Grade 8 students will all be considered academically eligible, as grade 7 grades will not have any bearing on high school eligibility.

**The principal may override the one-failure standard for ineligibility when:**

- The student is failing no more than two (2) classes, including the standards for proficiency-based courses outlined above.
- The student has developed a plan in consultation with the Athletic Director, Dean of Students, School Counselor, and/or MTSS Team to support academic challenges in the failing class(es).
- AND The student is able to identify extenuating circumstances that may have led to the failing grades and is a participant in the plan articulated above.

### ***Phase-In for Eligibility:***

For the purpose of phasing in eligibility guidelines:

- Fall 2021, initial eligibility: Based on 2020-21 Student Handbook metrics. Students shall pass the equivalent of five major courses based on the year-end grade/quarter 3-4 grades from the 2020-21 school year.
- Mid-term Quarter 1: Any student who is failing more than one class will be considered to be on academic probation and subject to the remediation plan outlined above.
- Quarter 1 Final Grades and all subsequent quarters: Students will be required to have passed the equivalent of six of seven courses. A senior who is enrolled in a senior privilege will be required to have passed all six classes.

**Beginning in the 2023-24 school year, student-athletes will be required to pass all classes in order to be academically eligible for interscholastic athletic participation.**

A student who has outstanding school consequences may not participate in athletics without serving those consequences and a conference with the athletic director, Dean of Students, coach, and assistant principal, as well as possibly the parent/guardian.

**Beginning in the 2023-24 school year, student-athletes will be required to pass all classes in order to be academically eligible for interscholastic athletic participation.**

A student who has outstanding school consequences may not participate in athletics without serving those consequences and a conference with the athletic director, Dean of Students, coach, and assistant principal, as well as possibly the parent/guardian.

### **Discipline Rules**

To be eligible for any team, school, or league award (letter) all athletes must be active members in good standing of their respective teams at the conclusion of the season.

A student who has outstanding school consequences may not participate in athletics without serving those consequences and a conference with the athletic director, Dean of Students, coach, and assistant principal, as well as possibly the parent/guardian.

In order to participate in a practice or game, a student must be present in school that day for four consecutive periods or have prior permission from an administrator. In order to participate in a weekend game, a student must be present during school on Friday.

Prior to any suspension from athletics, the athlete's parents and Athletic Director will be notified of any impending action. Each coach may issue, in writing, to the Athletic Director, any additional rules for his/her team. Each athlete will be notified of these rules prior to the season.

#### **MIAA Chemical Health/Alcohol/Drugs/Tobacco Policy**

From the first allowable day of fall practice for the first sport to begin, through the end of the academic year or final athletic competition of the year, whichever is later: a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol, any tobacco product, marijuana, steroids, or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed by his/her doctor for the student's own use.

Any athlete who violates the UHS and/or MIAA Chemical Health Policy will lose their current captaincy position(s) and not be permitted to be a team captain for any UHS athletic team for the remainder of their attendance at UHS.

#### **Minimum Penalties**

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student, of his/her own volition, becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or counselor of a chemical dependency treatment center must issue such certification. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

### **Abuse of Equipment and/or Facilities**

#### **Equipment**

All Athletic equipment not returned within five days of the close of the seasons will be billed at full replacement cost. Athletes who have failed to meet their financial obligations will not be allowed to participate in any sport.

#### **Stealing and/or Receiving Stolen School Property**

First Offense:	Two-week suspension from the team.
Second Offense:	Suspension from the team for the remainder of that season.

### **Transportation**

#### **General Policy**

The purpose of school transportation is to transport the students who live a specified distance from their assigned school, to school and home in a safe, efficient, and economical manner.

Unless a student is eligible for transportation provided by the Uxbridge Public Schools, the transportation of such student becomes the responsibility of the parent/guardian. It is the parent/guardian's responsibility to see that the student gets to their assigned bus stop

#### **Busing Eligibility**

Students in grades 9-12 shall be eligible for school bus transportation to and from school and home. A transportation fee has been imposed by the Uxbridge School Committee in the amount of \$180, for the 2017-18 school year. Any student who does not register by the specified deadline and pay the transportation fee - unless the fee is waived due to free/reduced lunch or special education status - will not be able to ride the bus either to or from school.

#### **School Bus Safety**

Cases of misconduct by any student while on a school bus will be reported to the assistant principal(s). Depending on the severity of the misconduct and/or repetition of offenses, a student may lose transportation privileges.

## **SELECT SCHOOL COMMITTEE POLICIES**

### **File: JLCD - 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. Only the school nurse, personnel selected specifically by the school nurse and authorized to administer medication pursuant to 603 CMR 210.004, 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 naloxone (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 allergies may possess and administer epinephrine.
5. Students with disabilities who require the ability to self-administer medications in order to access the curriculum, as determined by the student's IEP or 504 Team.

LEGAL REF.: G.L. c. 71, § 54B; Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

File: JICH

### **ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED**

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

SOURCE: MASC February 2018  
LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A  
CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco  
GBEC: Drug Free Workplace

Policy First Reading: May 1, 2018  
Second Reading and Approved: May 22, 2018

**File: EEAJ**

### **MOTOR VEHICLE IDLING ON SCHOOL GROUNDS**

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions over which the driver has no control or is following the directions of a device or person authorized to direct traffic flow; queuing at a school while actively engaged in picking up or discharging students; turbo-charged diesel engine cool down or warm up if required by manufacturer specifications; maintenance of appropriate temperature when under 35 degrees or over 80 degrees, not to exceed three minutes in any fifteen minute period for school buses or one

minute in any fifteen minute period for other motor vehicles; and for circumstances involving safety, emergencies, and servicing or repairing motor vehicles.

The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Uxbridge Public Schools has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Uxbridge Public Schools shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

#### **NO IDLING**

#### **PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500**

#### **FOR SECOND AND SUBSEQUENT OFFENSES**

#### **M.G.L. C. 90, § 16B AND 540 CMR 27.00**

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Uxbridge Public Schools and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REF.: G.L. c. 71, § 37H, c. 90, § 16B, and 540 CMR 27.00

### **ATTENDANCE AND ABSENCE POLICY**

The education of children is a responsibility shared by school and parents. Teachers and parents work together to develop basic work habits that are critical to the educational growth and future vocational success of children who study at the Uxbridge Public Schools. Punctuality is one of these basic work habits, and regular attendance is another.

Classroom instruction provides the most effective learning environment for students, and parents should realize that any circumstances that takes a student out of the classroom will have an adverse effect upon his/her educational progress. It is for this reason that the system cannot look with approval upon absences for non-medical or non-emergency reasons.

We adhere to all Massachusetts Laws concerning attendance.

In particular, G. L. c. 76, § 2 specifies that a student under sixteen (16) years of age may not be absent more than seven (7) unexcused day sessions in any six month period. Parents are required under the law to ensure regular school attendance and are subject to a fine for failure to comply with the law.

It is understood that there are occasions when a student may not be able to be in school. We acknowledge the following examples as acceptable excused absences. Documentation for these absences should be turned into the main office on the first day of a child's return to school.

- Illness, hospitalization, or medical appointment (please note that medical evidence, such as a doctor's note, may be required);
- Disability related absences;
- Court appearances;
- Approved school activity;
- Religious holiday;
- Death in immediate family; and
- Pre-approved college visitation.

During the course of the year, attendance will be carefully monitored. Any student who has missed more than six (6) unexcused days of a class during a semester course may be denied academic credit for that course. Warning letters will be sent home after three (3) unexcused absences per semester, indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after seven unexcused (7) absences indicating that a student has lost credit for that class. Any student who has missed more than twelve (12) days of a class during a year-long course may be denied academic credit for that course. Warning letters will be sent home after six (6) unexcused absences indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after thirteen (13) absences indicating that a student has lost credit for that class.

The school will notify a parent or guardian of a student who has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year. The principal or a designee will make reasonable efforts to meet with the parent and student and develop action steps for attendance. The action steps will be developed jointly and agreed to by the principal and student with input from other relevant personnel.

Any student who finds himself or herself in either of these positions may petition the attendance committee and/or principal for a waiver of this attendance policy. Documentation must be presented to account for absences.

## ATTENDANCE REQUIREMENT FOR PARTICIPATION IN EVENTS

Rules and regulations stated in the Student Handbook, plus any other rules or regulations added by the school administration and approved by the School Committee during the year, will apply at all school functions, extracurricular activities, and athletics in order to ensure a safe and pleasant environment.

1. Students who are absent without an approved excuse or suspended from school for any part of the school day may not be in the building or on school grounds, and/or participate in/ attend school activities such as dances, athletic events (on or off school property), and other extracurricular activities on the day of the absence, unless permission has been granted by the principal or designee.
2. A student must be present in school the entire school day on the last school day of the week in order to participate in weekend activities sponsored by the school, unless permission is granted by the principal or designee.
3. The administration reserves the right to exclude students based on documented instances of failure to adhere to school policies.

## DISMISSALS

Students are not permitted to leave the school grounds during the school day without an approved note or telephone call from a custodial parent/ guardian. If a student must leave the building because of an illness or for an emergency, he/she must be dismissed through the main office. Students are to remain in the office until dismissed from the office. To be dismissed from school, a student must present a note from his/her parent/ guardian at the beginning of the school day to the attendance secretary. Dismissal notes must contain a telephone number where a parent/ guardian can be reached for verification of the dismissal and a reason for the dismissal.

## EXTENDED ABSENCES

The Uxbridge Public Schools strongly opposes the practice of students being removed from school for extended periods of time for reasons other than the student's own illness. It cannot be stressed enough that this practice may be extremely detrimental to a student's academic progress, regardless of his/her grade level. Each child will be responsible for completing missed assignments, as determined by the classroom teacher. Teachers are not responsible for providing work ahead of time that will be missed. If a parent/guardian insists on removing a child(ren)

from school despite these possible consequences, the parent/guardian will be required to complete a Pre-arranged Absence Form and seek permission of the principal.

### **BULLYING INTERVENTION AND PREVENTION**

Uxbridge Public Schools is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 37O(d)(i)) in order to create a safe, caring, and respectful learning environment for all students. This Plan is updated to reflect G.L. c. 71, § 37O as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “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.” The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

#### **DEFINITIONS**

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 37O.

“Bullying”, pursuant to G.L. c. 71, § 37O, means 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 target that:

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” 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. Cyber-bullying shall also include:

1. the creation of a web page or blog in which the creator assumes the identity of another person or

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 (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means 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 the student’s education.

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

## PROHIBITION OF BULLYING

Bullying is prohibited: 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 or school and

at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (b).

## REPORTING INCIDENTS

The school 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A *Witness Form* is available in school offices, and is available on the school and district’s websites.

Our school staff has been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to

the school official identified in the plan as responsible for receiving such reports or both. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

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, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. 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 in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O (h).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

Investigating and/or gathering data

Substantiating and establishing the facts

Assessing the facts

Documenting

Communicating results

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (d)(v).) A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with



state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

## ACADEMIC ACTIVITIES

Uxbridge Public Schools shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents and guardians. There are additional interventions used as needed.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the Uxbridge Public Schools Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

### **File: ADDA - BACKGROUND CHECKS**

It is the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees who may have direct and unmonitored contact with children. School employees shall include, but not be limited to, any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the Department of Criminal Justice Information Services all available Criminal Offender Record

Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

### **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent federal CJIS and Massachusetts DCJIS security policies, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

Historical reference and/or comparison with future CHRI requests;

Dispute of the accuracy of the record; and

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

### **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

### **Determining Suitability**

In determining an individual's suitability, factors to be considered may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct; the time that has passed since the offense; conviction and/or completion of the sentence; nature of the position held or sought; age of the individual at the time of the offense; number of offenses; any relevant evidence of rehabilitation or lack thereof; and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;

The date on which the school employer received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

### **Relying on Previous Suitability Determination.**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer. The subsequent school employer must retain any and all documentation related to a relied-upon suitability determination.

If the individual meets all of the criteria for reliance on a previous suitability determination, the new school employer has the discretion to nonetheless require a new CHRI and CORI check, but shall bear the expense of the new check.

### **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Comply with all applicable state and federal laws;

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and

Provide the individual with information on the process for updating, changing, or correcting CHRI under state and federal law.

All of these steps will be documented.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances (not to exceed thirty days) to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of G. L. c. 151B, § 4, (9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions;

however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in an electronic or paper secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI. Each log entry will be maintained for at least one year.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and

The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **C.O.R.I. REQUIREMENTS**

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children,

prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "'Direct and unmonitored contact with children' means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present." 'Contact' refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be



obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. c. 6, §§ 167-178; 15D, §§7-8; 71, § 38R; 151B; 276, §100A

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

Procedure for correcting a criminal record

FAQ - Background Checks

**File: ADDA-R - DCJIS MODEL CORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

### **CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

### **ACCESS TO CORI**

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

### **CORI TRAINING**

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

### **USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING**

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

### **VERIFYING A SUBJECT'S IDENTITY**

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

### **INQUIRING ABOUT CRIMINAL HISTORY**



In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

### **DETERMINING SUITABILITY**

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

### **ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

### **SECONDARY DISSEMINATION LOGS**

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

## **CONCUSSION MANAGEMENT AND RETURN TO PLAY REQUIREMENTS**

Student/ athletes and Parents are required to read and sign off on the Concussion and Opioid fact sheets prior to athletic participation.

### ***Assumption of Risk***

All student/ athletes and parents must realize that participation in sports carries a risk of injury including possible concussion, and, by agreeing to participate in athletic activities and signing a parental permission form on behalf of their children/ themselves, they thereby assume the risks of such injury. It is imperative that extreme care and attention be used at all times by all parties. Specific provisions for exercising care can be found below and on this Website: [<http://www.cdc.gov/headsup/index.html>].

### ***Concussion Management and Return to Play Requirements “When in Doubt- Sit It Out”***

“A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost.” (Centers for Disease Control and Prevention, 2009).

### **Part I: Signs and Symptoms of a Concussion**

A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like) the following:

- Confusion / disorientation / irritability
- Act silly / combative / aggressive
- Trouble resting / getting comfortable
- Repeatedly ask same questions
- Lack of concentration
- Dazed appearance
- Slow response / drowsiness
- Restless / irritable
- Incoherent / slurred speech
- Constant attempts to return to play
- Slow / clumsy movements
- Constant motion
- Loss of consciousness
- Disproportionate / inappropriate reactions
- Amnesia / memory problems
- Balance problems

2. Symptoms of a concussion may include (what the athlete reports) the following:

- Headache or dizziness
- Over sensitivity to sound / light / touch
- Nausea or vomiting
- Ringing in ears
- Blurred or double vision
- Feeling foggy or groggy

Note: DPH regulation 105 CRM 201 requires that a coach MUST immediately remove a student/ athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion or (B) is diagnosed with a concussion regardless of when such concussion or head injury may have occurred or (C) sustains a head injury or suspected concussion. Under this regulation, coaches must also prohibit student/ athletes from engaging in any unreasonably dangerous athletic techniques and encourage techniques designed to promote safety. Failure to comply with this regulation may result in penalties including, but not limited to, personnel sanctions and the forfeiture of games.

Additionally, coaches, licensed athletic trainers, trainers, volunteers, school and team physicians, school nurses, athletic directors, marching band directors, students engaged in athletic activities and their parents must annually read, sign, and acknowledge understanding and receipt of DPH approved concussion education materials provided by the school. While this information provides a useful reference regarding indicators of concussion in student/ athletes, it is not a substitute for reading, signing, and acknowledging receipt of those materials.

## **Part II: Return to Participation (RTP)**

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Massachusetts Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). Therefore, the following procedures will apply when a Pre-Participation Head Injury/ Concussion Form reveals a recent prior concussion (beginning with procedure 5) or when a concussion occurs during the sports season:

### **Concussion management requirements:**

1. No student/ athlete SHALL return to participation (RTP) on the same day of concussion.
2. The coach shall communicate the nature of the injury directly to the parent in person or by phone and the licensed athletic trainer immediately after the practice or competition in which a student/ athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach or licensed athletic trainer also must provide this information to the parent in writing in English and in the language of the home on the Report of Head Injury during Sports Season Form, whether paper or electronic format, by the end of the next business day. If

the athlete is injured during the season but not while involved in any school athletic or extra-curricular activity, the parent must complete the Report of Head Injury during Sports Season Form and provide it to the student/ athlete's licensed athletic trainer/ coach.

3. The licensed athletic trainer/coach shall communicate, prior to the next school day with the Athletic Director and school nurse that the student/ athlete has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The licensed athletic trainer/coach will provide the Report of Head Injury during Sports Season Form to the nurse and Director of Athletics. The school nurse will contact the student's teacher and guidance counselors.
4. If a student/ athlete is suspected of having a head injury or concussion, the student/ athlete will be referred immediately to their primary care physician or the emergency room and will be given a symptom checklist for review by medical personnel. Any loss of consciousness, vomiting or seizures the student/ athlete MUST be immediately transported to the hospital. Any student/ athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). These individuals must have received the appropriate training to make certifications.
5. Each student/ athlete who is removed from practice or a competition and subsequently diagnosed with a concussion must have a graduated reentry plan to return to full academic and extracurricular activities. The plan will be developed by teachers, guidance counselor, school nurse, licensed athletic trainer if on staff, parent and the child's treating medical provider.
6. Close observation of a student/ athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.
7. Schools will follow the primary care physician's written orders concerning return to school and physical activity.
8. The student/ athlete MUST obtain written clearance from one of the licensed health care professionals mentioned above directing them into a well-defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the student/ athlete should cease activity\*.
9. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions. This clearance may be provided via a DPH Post Sports-Related Head Injury Medical Clearance Form or school-based equivalent.
10. The student/ athlete diagnosed with a concussion must be completely symptom free at rest in order to begin graduated reentry to extracurricular athletic activities. The student/ athlete must be symptom free at rest, during exertion, and with cognitive activity in order to complete the graduated re-entry plan and be medically cleared to play.

**Medical Clearance RTP Protocol** (Recommended one full day between steps)

Rehabilitation stage - Functional exercise at each stage of rehabilitation - Objective of each stage:

1. No activity - Complete physical and cognitive rest until recovered and asymptomatic. School may need to be modified.
2. Light aerobic activity - Walking, swimming or stationary cycling keeping - Increase Heart Rate intensity, <70% of maximal exertion; no resistance training.
3. Sport Specific Exercise - Skating drills in ice hockey, running drills in soccer - Add Movement; no head contact.
4. Non-contact training - Progression to more complex training drills, i.e., - Exercise, coordination and drills passing drills in football and ice hockey; may start cognitive load progressive resistance training.
5. Full Contact Practice - Following medical clearance, participate normally - Restore confidence and assess training activities functional skills by coaching staff.

- If at any time symptoms should return during the RTP progression the student/ athlete should stop activity that day. If the student/ athlete's symptoms are gone the next day, s/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider.

### **Additional MIAA Requirements for Football and Hockey**

A doctor, licensed trainer or certified EMT must be in attendance and on duty for all interscholastic football games and all varsity ice hockey games. The medical person shall be responsible for both teams unless the visiting team has its own medical coverage. His/her judgment will be final with regard to the condition of a player after injury. No player may continue to play against the medical person's advice. The penalty for violation of this provision is forfeiture of the game.

#### References:

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82.  
<http://www.nfhs.org>
2. McCrory, Paul MBBS, PhD; Meeuwisse, Willem MD, PhD; Johnston, Karen MD, PhD; Dvorak, Jiri MD; Aubry, Mark MD; Molloy, Mick MB; Cantu, Robert MA, MD. Consensus Statement on Concussion in Sport 3rd International Conference on Concussion in Sport held in Zurich, November 2008. Clinical Journal of Sport Medicine: May 2009 - Volume 19 - issue 3 - pp 185-200  
<http://journals.www.com/cjsportsmed/Fulltext/2009/05000ConsensusStatementonConcussioninSport3rd.1.aspx>
3. Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports.  
[http://www.cdc.gov/NCIPC/tbi/Coaches\\_Tool\\_Kit.htm](http://www.cdc.gov/NCIPC/tbi/Coaches_Tool_Kit.htm).

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Resources: C Centers for Disease Control and Prevention. Injury Prevention & Control: Traumatic Brain Injury. Retrieved on June 16, 2010. <http://www.cdc.gov/TraumaticBrainInjury/index.html>  
C Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports Guide for Coaches. Retrieved on June 16, 2010.

File: JB

### **EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Revised Policy: School Committee Meeting on January 29, 2013

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND STUDENT RECORDS**

Both Massachusetts and the federal government have laws that exist 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 school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions;
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following "directory" information without prior consent: "a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans." Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), Uxbridge Public Schools forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Therefore, upon receiving oral or written notice that the student seeks or intends to transfer to another school, the Uxbridge Public Schools will send a student's records to the school to which a student seeks or intends to transfer. The Uxbridge Public Schools does not require the consent of the eligible student or parent to forward these records or to request these records when a student transfers into the District.

Under section 37L of G.L. c. 71, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of

criminal acts or any incident reports in which such student was charged with any suspended act.” To create a “complete school record,” the following records are to be placed in the student’s file. Each elementary and secondary school shall provide student records to custodial parents within ten (10) days, including but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions
- Notification of permanent withdrawal from school

Please also note that all student records will be destroyed 30 days after the student’s graduation from Uxbridge High School or 30 days after transferring to another school. Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

### **NON-CUSTODIAL PARENTAL REQUEST FOR STUDENT RECORDS UNDER G.L. c. 71, § 34H**

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07.

In order to gain access to the student records, a non-custodial parent must begin the process by submitting a written request for access to the student record to the school principal.

Any parent who does not have physical custody shall thereafter be eligible to receive access to the student record unless:

- The parent’s access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student’s records for any documentation limiting or restricting the non-custodial parent’s access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student’s file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody



order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

### **STUDENTS' FREEDOM OF EXPRESSION**

The legislation in G.L. c.71, Sections 82-85 is summarized as follows:

The students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing views through speech and symbols; (b) writing, publishing and disseminating personal views as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks subject to a reasonable time, place and manner restrictions.

Students have the right to dress as they wish provided their dress does not violate reasonable standards of health, safety, and cleanliness.

No student shall be discriminated against because of marriage, pregnancy, parenthood, or actions outside of school which have no nexus to school or school activities.

Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

No student shall be excluded from or discriminated against in admission to the Uxbridge Public Schools, or in obtaining the advantages, privileges, or courses of study and extracurricular activities of the Uxbridge Public Schools on account of age, race, color, sex, religion, gender identity, national origin, sexual orientation, or disability.

The specific statutes are available at:  
<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71>

### **HEALTH ASSESSMENT: SCREENING OF STUDENTS**

Massachusetts amended the regulations on Physical Examination of School Children, 105 CMR 200.000, to improve the screening and monitoring of the health assessment of children across the Commonwealth. The amended regulations require screening for height and weight and the recording and reporting of the Body Mass Index (BMI) for all students in grades 1, 4, 7, and 10. Any parent or guardian who would like to waive the grade BMI screening at school must submit a written request by September 30<sup>th</sup> of the school year.

**HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

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

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

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

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

To the extent feasible, homeless students, including preschool students, will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. The school of origin includes designated receiving schools for all feeder schools. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The student shall be temporarily enrolled regardless of whether he or she possesses documentation typically required for enrollment. The parent or guardian shall be informed of the district's decision to enroll the student either temporarily or permanently, their appeal rights, and the option to seek independent information

and counsel in writing. The district's liaison will carry out dispute resolution as provided by state rule, utilizing proscribed state forms and contact information. Additionally, the district's liaison will assist the family in filing an appeal with the Department of Elementary and Secondary Education within three school days, unless an extension has been obtained. Unaccompanied youth and foster students pursuant to Title I of the Every Student Succeeds Act will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school district selected by the dispute resolution process shall immediately enroll the student if they have not done so already, pursuant to applicable district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. A student's living arrangement is considered a protected education record and cannot be deemed directory information or released without parent consent.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, then the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. The right to transportation extends to the end of the year in which a student becomes housed.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens.

The district's liaison will review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The district's liaison will also work to remove barriers to homeless students receiving full or partial credit for work fully or partially completed in a satisfactory manner in a previous school.

The Uxbridge Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the district's liaison for homeless students and their families for investigation. The Uxbridge Public Schools' liaison for homeless students can be contacted at: (508) 278-8648 x112.

LEGAL REFS.: The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

### **Educational Opportunities for Military Children**

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

#### **Definitions**

**Eligible students** means the children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

**Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records** means official records, files, and data directly related to a student and maintained by the school including, but not limited to:

1. General identifying data;
  2. Records of attendance;
  3. Records of academic work completed;
  4. Records of achievement and results of evaluative tests;
  5. Health data (includes immunization records);
  6. Disciplinary status;
  7. Test protocols; and
- Individual Education Programs (IEPs).

**Extracurricular activities** include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students by providing such records to the parent/ guardian. Official records are preferred. District receiving schools must use those records for immediate enrollment and educational placement.
- If official records are not provided by the parent/ guardian, the receiving school must request official educational and immunization records and the sending schools shall respond within 10 days by providing the educational records, and within 30 days by providing the immunization records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Students shall be allowed to continue enrollment at the grade level in the receiving school that is equal with the grade level from the local education agency in the sending school at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending school shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving school shall enter the receiving school at the level validated by an accredited school in the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language/ English Language Learner programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and/ or programs.
- In compliance with the IDEA, Section 504 of the Rehabilitation Act, and Title II of the ADA, receiving schools must provide comparable services to those specified in a student's IEP or 504 Plan, and must make reasonable accommodations and modifications to address the needs of the incoming student with disabilities to provide equal access to education. Schools are not precluded from performing subsequent evaluations to ensure special needs placements are appropriate.
- Receiving schools will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining their right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

- Receiving schools shall facilitate inclusion in extracurricular activities regardless of deadlines, to extent that the students are otherwise qualified.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- If a student transfers to Uxbridge High School in grade 11 or later, the District will accept alternative evidence for the competency determination, such as exit or end-of-year exams required from the sending state, national norm-referenced tests, or other appropriate alternate testing. Before submitting a request for alternative evidence to be considered, the District will make reasonable efforts to obtain the student's official education records from the school in the sending (i.e., previous) state, and use that information to determine whether sufficient information exists for submission. Evidence or information from the sending district that demonstrates that the student has met the receiving school's graduation standard may include the following: a transcript of courses taken and grades received from the sending and or receiving district; a portfolio of work samples for the student that addresses the required high school standards; standardized norm-referenced test results in the subject required by the receiving state for graduation; and/ or other relevant information.
- Whenever possible, Uxbridge High School shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency. If Uxbridge High School denies the waiver, it will provide reasonable justification for denial and shall further provide an alternative means of acquiring required coursework so that graduation may occur on time.
- If graduation requirements cannot be met at Uxbridge High School and the student transfers into the District in grade 12, Uxbridge High School will make reasonable efforts to ensure the receipt of a diploma from the sending school if the student has met those graduation requirements. Likewise, Uxbridge High School will make efforts to provide a diploma to an eligible grade 12 student who has met all local graduation requirements and is transferring to a school in another state, if the student cannot graduate from the receiving school.

LEGAL REFS: M.G. L. c. 15E;  
Interstate Compact on Educational Opportunity for Military Children

## **NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

Title VI, Title IX, Section 504, ADA, Age Discrimination Act, G.L. c. 76, §5, G.L. c. 151B, G. L. c. 151C, 603 CMR §26.08

### **I. Introduction**

The Uxbridge Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and/ or harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated. Discrimination and harassment are contrary to the mission of the Uxbridge Public Schools and its commitment to equal opportunity in education.

The Uxbridge Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Uxbridge Public Schools, or in obtaining the advantages, privileges and courses of study of the Uxbridge Public Schools on account of race, color, sex, gender identity, religion, national origin, or sexual orientation. (G.L.c. 76, §5). Additionally, the Uxbridge Public Schools does not tolerate harassment based upon race, color, sex, gender identity, religion, national origin, or sexual orientation. (603 CMR 26.08).

For purposes of this policy and its related procedures, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Uxbridge Public Schools takes allegations of discrimination and harassment seriously. Any allegation of harassment or discrimination will be investigated promptly, impartially, and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances and as provided by law. Where it is determined that conduct that violates the law and/ or this policy has occurred, the Uxbridge Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

### **II. Definition of Discrimination and Harassment**

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis

of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. Harassing conduct involving these categories can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that creates a hostile environment for the recipient(s) or "victim(s)" of the conduct, and is based on race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age. Conduct is unwelcome if the victim(s) did not request or invite it and considered the conduct to be undesirable or offensive. Harassment is prohibited by the Uxbridge Public Schools, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action 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 Uxbridge Public Schools; or (ii) creates an intimidating, threatening, or abusive educational environment.

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

"Sex-based harassment" includes both sexual harassment and gender-based harassment.

"Sexual harassment" is defined in G.L. c. 151B, § 1 as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.



While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, or cartoons.

The definitions of discrimination, harassment and sexual 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.

“Gender-based harassment” includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person’s nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or victim of the harassment.

### III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment

#### a. Introduction

If any Uxbridge Public Schools student, parent or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Uxbridge Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Uxbridge Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Uxbridge Public Schools' authority to discipline or take remedial action for conduct which the Uxbridge Public Schools deems unacceptable.

b. Grievance Procedures

i. District Civil Rights Coordinator (“Civil Rights Coordinator”)

The Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity and Age is:

Stephanie L. Geddes  
Director of Pupil Services  
9 North Main Street  
Uxbridge, MA 01569  
(508) 278-8648 x112

Students, parents, or employees who wish to initiate either the informal or the formal complaint process may direct a written or verbal complaint to the Civil Rights Coordinator or to the Principal for the school in which the alleged discrimination or harassment took place. Whether formal or informal in nature, written complaints are encouraged. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer to the complaint to the Principal or the Civil Rights Coordinator.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, the Civil Rights Coordinator, or the Civil Rights Coordinator’s designee.

Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the individual making the complaint, the name of the alleged victim, the name of the alleged perpetrator(s) of the harassing or discriminatory action, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the student is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

Efforts should be made to file such complaint within twenty (20) calendar days after the alleged discriminatory action occurred in order for an expeditious investigation to be conducted, unless

extenuating circumstances exist. However, the Medfield Public Schools will investigate any complaint no matter when it is filed.

Within 48 hours of receiving a complaint, the District will determine whether the alleged victim wishes to utilize formal or informal procedures, which the alleged victim can also expressly select as described below in Section ii(1) regarding informal procedures and Section ii(2) regarding formal procedures, and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination, or violence.

Any teacher or other employee who receives a complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The Principal will then determine whether the alleged victim wishes to pursue formal or informal procedures, and will forward all formal complaints to the Civil Rights Coordinator listed above, who will begin the formal procedure described below. If the alleged victim wishes to pursue informal procedures, the Principal and/ or the Principal's designee will first attempt to resolve the complaint at the building level.

The Civil Rights Coordinator or her designee shall handle the investigation and resolution of a formal complaint. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority, and any complaint about the Civil Rights Coordinator will be investigated by the Superintendent or his designee. Any complaint about the Superintendent should be submitted to the chairperson of the school committee, who should consult with legal counsel concerning the handling and investigation of the complaint.

## ii. Internal Grievance Procedure

### 1. Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, an alleged victim may wish to resolve the complaint on an informal basis through discussion between the alleged victim and the alleged perpetrator, which will be facilitated by the building Principal or designee. The alleged victim may request informal procedures or be given the option of electing between pursuing informal or formal procedures at the time that their complaint is received by the Civil Rights Coordinator or building Principal. Informal procedures are entirely voluntary. Alleged victims may elect to pursue formal procedures at any step in the process of making their complaint, even if informal procedures have already begun. Similarly, alleged perpetrators may elect to follow formal procedures.

If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. This voluntary conversation must occur within five (5) workdays 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 alleged victim 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.

## 2. Formal Resolution of Discrimination and Harassment Complaints

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time.

### Step One

Within forty-eight (48) hours of receiving the complaint or of the termination of an unsuccessful informal resolution process (whichever is later), the Civil Rights Coordinator or designee will meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The Civil Rights Coordinator or designee will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the Civil Rights Coordinator or designee.

### Step Two

A prompt investigation shall be completed by the Civil Right Coordinator or designee within thirty (30) school days from the date the complaint or report is received by the District, unless impracticable (e.g., the complaint is received during the summer time and witnesses are unavailable). The Civil Rights Coordinator or designee will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator, including whether or not the Civil Rights Coordinator or designee anticipates that there may be discipline.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the complainant (if different than the alleged victim), the individual(s) against whom the complaint is filed (“alleged perpetrator[s]”), and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Civil Rights Coordinator or designee.

The alleged victim and the alleged perpetrator(s) have the opportunity to present witnesses and information that they deem relevant to the Civil Rights Coordinator or designee. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or

engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. However, regardless of the complainant's participation in the investigation, the District will investigate the complaint to the extent possible and will take appropriate action based on the results of its investigation.

### Step Three

The Civil Rights Coordinator or designee shall document his or her findings. The Civil Rights Coordinator or designee shall send the written report of the findings to the Superintendent, alleged victim, and alleged perpetrator within thirty (30) school days after the investigation has been completed, unless the alleged victim and alleged perpetrator agree in writing to extend the timeline.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion, based upon a preponderance of the evidence, of whether discrimination, harassment or violence did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint; and
- g) if the District concluded discrimination, harassment, different treatment, or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged perpetrator will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders but not suspensions).

The Civil Rights Coordinator or designee shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, 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 Civil Rights Coordinator or designee shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

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. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

### Step Four

The Civil Rights Coordinator and/or Superintendent shall maintain the written report of the investigation, findings and disposition.

The District will contact the alleged victim within fourteen (14) school days following the conclusion of the investigation to assess whether there has been on-going harassment or retaliation and to determine whether additional supportive measures are needed.

### 3. Interim Measures

The Uxbridge Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the complainant.

In the case of alleged sexual assault, the Civil Rights Coordinator and/ or designee will take additional individualized steps as necessary, including, but not limited to, referring the alleged victim to a rape crisis center, creating a safety plan, and/ or designating an individual at the site level to act as a support person during the investigation.

### 4. Appeals

Any party may appeal the decision of the Civil Rights Coordinator and/ or designee in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Superintendent, as an 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:

Dr. Frank Tiano

508-278-8648

If the appealing party is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below.

#### iii. External Grievance Procedure

Any student, parent 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.

##### 1. For complaints related to discrimination/harassment of students:

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

OR

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

2. For complaints related to discrimination/harassment of parents:

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

3. For complaints related to discrimination/harassment of employees:

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

OR

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

#### IV. Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, Civil Rights 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.

#### V. 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 Civil Rights 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 Civil Rights Coordinator. The Uxbridge Public Schools will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

**File: IHAM-1**

#### **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

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

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

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably



accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

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

REF.: Department of Education

## **RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICIES AND PROCEDURES**

### **Introduction**

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Uxbridge Public Schools. The District complies with the Department of Elementary and Secondary Education ("Department")'s restraint regulations, 603 CMR 46.00 et. seq., to the extent required by law. According to the terms, the restraint regulations apply not only at school, but at school-sponsored events and activities, whether or not on school property.

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

- I. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

This policy shall be reviewed annually and provided to Uxbridge Public Schools staff and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the District from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

### **Definitions**

The following definitions appear at 603 CMR 46.02:

1. Physical escort: Temporary touching or holding a student without the use of force, of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is agitated to walk to a safe location.
2. Physical restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort or a physical escort.
3. Mechanical restraint: The use of a physical device or equipment to restrict the movement of a student. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such services were designed.
4. Seclusion restraint: Involuntary confinement of a student alone in a room or area which the student is physically prevented from leaving. The use of "time-out" procedures shall not be considered "seclusion restraint." Time-out means a behavioral strategy in which a student temporarily separates from a learning activity or the classroom, either by choice or by direction from staff for the purpose of calming. During time-out, staff must continuously observe a student and shall be with the student or must observe the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for calming. Time-out shall cease as soon as the student has calmed.
5. Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

6. Prone Restraint: Physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

### **Methods for Prevention of Student Violence, Self-Injurious Behavior and Suicide**

Individual crisis planning/ Crisis Intervention Plans  
Building Based Support Teams meetings  
Functional Behavior Assessments  
Behavior Intervention Plans  
Therapeutic Specialized Programming within general and special education  
Classroom Curriculum  
Groups led by trained staff such as the school psychologists, school adjustment counselors, guidance counselors  
Referrals to community based agencies  
Faculty Training  
Communication to outside providers  
Parent Consultation  
Peer Mentoring program  
Re-entry meetings for students returning from hospitalization  
Outreach to 24-hour Emergency Services  
De-Escalation Techniques

- Positive behavioral interventions
- Allowing personal space
- Use of supportive words
- Appropriate tone, volume and rhythm when speaking to the individual
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- Loss of privileges/rewards/tokens
- Opportunity for time-out
- Physical escort to a separate space for time-out

### **Methods for Engaging Parents and Youth in Discussions About Restraint Prevention**

Any parent with concerns about the use of physical restraint at any school within School District may request a meeting with the building principal or the superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described below.

### **Alternatives to Physical Restraint**

a. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions;
- Verbal redirection;
- Verbal directive to cease behavior;
- Opportunity for a break;
- De-escalation techniques;
- Loss of earned tokens/rewards/privileges;
- Opportunity for time-out; and
- Physical escort to a separate space for time-out.

**Training**

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, which the Department recommends be at least sixteen (16) hours in length with at least one refresher course occurring annually thereafter.

In-depth training will include:

1. \_\_\_\_\_ Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. \_\_\_\_\_ A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations to determine whether the use of restraint is warranted;
3. \_\_\_\_\_ The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. \_\_\_\_\_ Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
5. \_\_\_\_\_ Demonstration by participants of proficiency in administering physical restraint; and
6. \_\_\_\_\_ Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

In addition, each staff member will be trained regarding the school's physical restraint policy within the first month of the school year and, for employees hired after the school year begins, within one month of their employment. All staff must receive training with respect to the District's restraint prevention and behavior support policy and requirements for when restraint is used. Training will include the following:

1. The role of the student, family and staff in preventing restraint;
2. The District's restraint prevention and behavior support policy;
3. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors, and other alternatives to restraint;
4. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraint, including information regarding the increased risk of injury to a student when restraint is used;
5. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans as applicable to the individual student; and
6. Identification of specific staff who have received in-depth training in the use of physical restraint to serve as school-wide resource to assist in ensuring the proper administration of physical restraint. These individuals must participate in the in-depth training as explained above.

### **Procedure for Time-Out**

*Exclusionary* time-out as a staff- directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff- directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

During an exclusionary time-out:

- The student must be continuously observed by a staff member;
- Staff must be with the student or immediately available to the student at all times;
- The space used for exclusionary time-out must be clean, safe, sanitary, and appropriate for the purpose of calming;

Exclusionary time-out must cease as soon as the student has calmed.

When a student is separated from the learning environment in an exclusionary time-out, s/he must be in a safe and calming environment. For any exclusionary time-out that may last longer

than 30 minutes, programs must seek approval from the principal for the continued use of time-out. If the duration of any single exclusionary time-out exceeds 20 minutes or after 3 or more consecutive time-outs exceed 40 minutes cumulatively, staff will contact the building principal.

The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.

### Use of Restraint

The use of mechanical restraint, medical restraint and seclusion is prohibited. Prone restraint is prohibited except on an individual basis and only on the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is no psychological or behavioral contraindications, as documented by a licensed mental health professional;

5. The program has obtained consent to use prone restraint in an emergency. Consent means that the parent was fully informed of all relevant information, in his or her native language or other mode of communication and the parent understands and agrees in writing to use the use of prone restraint for emergency situations. The consent should describe to whom records will be released and that the agreement is voluntary and may be revoked at any time;
6. The principal approves in writing of the use of prone restraint for emergencies; and
7. Steps one (1) through six (6) must be documented in advance of the use of the prone restraint.

### **Physical Restraint**

Physical restraint is an emergency procedure of last resort. It is prohibited, except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint will not be used:

1. To discipline students;
2. When the student cannot be safely restrained because the restraint is medically contraindicated, such as students with asthma;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with rules or staff directives;
4. Because of verbal threats that do not constitute a threat of assault, or imminent, serious, physical harm; and
5. As a standardized response for an individual student, such as on an individualized education program (IEP). No individual behavior plan or IEP may include the use of physical restraint as a last resort.

Only school personnel who have received the in-depth training 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 the amount of force necessary to protect the student or others from injury or harm. This requirement does not prevent a teacher, employee, or agent from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Floor restraints, including prone restraints, shall be prohibited unless staff members administering the restraint have received an in-depth training, and in the judgment of the trained staff, such method is required to provide safety for the student or others present.

A person administering the restraint shall use the safest method available and appropriate to the situation. No restraint shall prevent a student from breathing or speaking and staff must continuously monitor a student's physical status, such as skin temperature, color and respiration. If a student indicates that he or she is in significant physical distress or is observed to be in physical distress, including, but not limited to breathing or sustained or prolonged coughing or crying, the student should be released immediately and there should be steps taken to seek immediate medical assistance.

If a student is restrained for a period of longer than twenty (20) minutes, program staff shall obtain the approval of the principal to continue the restraint. The principal should observe the student and make his or her determination based on the student's continued agitation.

Staff should review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans.

The restraint should stop as soon as the student is no longer an immediate danger to himself or others.

#### Methods of Physical Restraint:

The following are the types of physical restraint that the District uses:

1. One Person Stability Hold – Standing: One staff person stands behind the student with the student's arms crossed and held near the student's waist. The staff person steps in close behind the student, facing sideways and placing his or her hip against the student's backside for stability.
2. One Person Stability Hold – Seated: One staff person kneels behind the student with the rear foot extended to provide support. The student's arms are crossed and held down by the student's waist. The student's torso must be kept vertical when using this hold.
3. Two Person Stability Hold - Standing: Two staff members approach the student from opposite sides. Both staff, with the outside hand, grasp the student's closest arm just above the wrist. With the inside hand, the staff inserts their arm through the student's arm and grasps their own wrist securely. Staff then moves behind the student, facing outward with their hips behind the student's hips. The student's hands are kept near his or her pockets, with the arms slightly bent.



### **Review of Records**

After the release of a student from physical restraint, the principal/ designee will review the incident with the student to address the behavior that led to the restraint, will review the incident with staff who administered the restraint to discuss whether proper procedures were followed, and will consider whether any follow-up is required for students who witnessed the incident.

The principal at each building must create procedures to conduct weekly reviews of restraint data to identify students who have been restrained multiple times during the week. If such students exist, the principal must convene a team to assess the student's progress and needs; the events leading up to each restraint, such as time of day, day of week, antecedent events and individuals involved; factors that may have contributed to an escalation of behaviors, alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future. The review team must review and discuss the written reports submitted and any comments provided by the student and parent and create a written plan of action. If the principal participated in the restraint, the superintendent or designee should lead the discussion. The principal will ensure that a record of each individual student review is maintained and is available to the parent and the Department, upon request.

The principal at each building will develop procedures to conduct monthly review of school-wide data to determine patterns in time of day, day of week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of the restraints; and the number and type of injuries, if any resulting from the use of the restraint. The principal will determine whether it is necessary to modify the school's restraint prevention and management policy, conduct additional staff training or take any other action that is necessary.

### **Reporting**

The program staff who administered a restraint shall report to the principal the use of any restraint verbally as soon as possible, and by written report no later than the next school working day. If the principal has administered the restraint, the principal will prepare the report and submit it to the superintendent or his or designee. The principal or his or her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department or the parent.

The principal or a designee must make reasonable efforts to notify the parent of the restraint within twenty-four (24) hours and shall notify the parent by written report within three (3) school working days, either through an email address provided by the parent for communications about the student, or by regular mail. The report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The principal will provide the student and parent an opportunity to comment orally and in writing. The principal of each building should create procedures for this notice.

The written report to the parent or guardian will contain:

1. The name of the student, the job titles of staff who administered the restraint and observers, if any, the date of the restraint, the time the restraint began or ended, the name of the principal or designee who was verbally informed following the restraint, and if applicable, who approved the continuation of the restraint beyond twenty (20) minutes;
2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint;
3. A description of the administration of the physical restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the students and/or staff if any, during the restraint and any medical care provided;
4. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student; and
5. Information regarding opportunities for the student's parent to discuss with school officials the administration of restraint, any consequences that may be imposed on the student, and any other related matter.

When a restraint has resulted in injury to a student or program staff member, the school shall provide a copy of the required report to the Department within three (3) school working days of the administration of the restraint. The school will also send 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 school shall collect and annually report use of physical restraints.

Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities or from exercising their responsibilities as a mandated reporter under G.L, c. 119, § 51A.

### **Procedure for Receiving and Investigating Complaints Regarding Restraint Policies**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to Director of Pupil Services.

The Director of Pupil Services will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Pupil Services and the Department.

A written report will be developed by the Director of Pupil Services, and provided to the complainant.

The Director of Pupil Services' determination will be the final determination of the District.

Legal Ref.: 603 CMR 46.00

G.L. c. 71, § 37G

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### **STUDENT DISCIPLINE PROCEDURES**

The School Committee and the administration expect students to respect and obey the rules and regulations of the school. Therefore, all disciplinary actions and procedures are directed toward serving educational ends. Those who enjoy the privileges and rights the school provides must also accept the responsibilities, including respect for, and compliance with, school rules.

For these procedures, where it says principal, it means principal or a designee of the principal

#### IN GENERAL:

The Uxbridge Public Schools is committed to creating a school climate that is both disciplined and supportive to students and staff members in an effort to facilitate the best opportunities for teaching and learning. All violations of local, state or federal laws will be reported to the police department. All students are required to obey school rules and classroom rules which are delineated in this handbook. Students may be subject to detention, suspension, or expulsion as described in this handbook, consistent with state and federal law. Other components of the District's progressive discipline structure include, but are not limited to: counseling or other psychological/psychosocial services; conflict resolution and problem-solving skills; adjusted standards for learning and behavior; appropriate, increased supervision; customized instruction; and family involvement. Additionally, students may be excluded from class, school field trips, dances, athletic competitions, and other school-related activities due to unsafe behaviors or disciplinary infractions at the discretion of the school administration.

Consequences for infractions are at the discretion of the administrator provided that the consequences are compliant with state and federal law. Ultimately, the District is dedicated to keeping students connected to school and therefore, at times, must appropriately adjust consequences in an effort to keep students learning, while still holding them accountable for their actions. In determining the appropriate consequence, the administrator may consider mitigating and aggravating circumstances such as:

- Existence of, and/or severity of, injury to person(s), damage to property, and/or disturbance or significant disruption of the school;
- Situations which create safety risks and/or participation in dangerous activity;
- Consideration of the vulnerability of the victim;
- Consideration of a student acting alone or in concert with others;
- Disciplinary offense which also include unlawful conduct, such as sexual harassment;
- Premeditation;
- Consideration of the lapse of time (or interim progress) between offenses;
- Situations in which older students have involved younger students in a violation; and/or
- Whether multiple infractions occur with the same incident.

This list is not exhaustive; other aggravating and mitigating circumstances may or may not be considered at the discretion of the administrator determining appropriate disciplinary consequences.

#### DUE PROCESS

##### PROCEDURES FOR IN-SCHOOL SUSPENSION

In-School Suspension is a disciplinary program that removes the student from the classroom setting and places him/her in a temporary alternate setting where he/she will receive work from classes they are missing. Students therefore have the opportunity to make academic progress while in In-School Suspension. This program will be utilized as an intermediate step between detention and out-of-school suspension. If a student does not rectify his/her behavior in this

program, he/she will be suspended externally and, upon return, be required to make up the initial time assigned to the In-School-Suspension program.

Prior to assigning a full day of In-School Suspension, the school administration will inform the student of the disciplinary offense with which he or she is charged and provide the student an opportunity to dispute or explain the circumstances surrounding the incident. After communicating with the student, the administration will inform the student whether In-School Suspension is being assigned, and if so, for what length of time. If a student is placed in In-School Suspension for more than ten (10) days, consecutively or cumulatively, during a school year, this placement shall be deemed a long-term suspension for due process, appeal, and reporting purposes. The school administration will then immediately make reasonable efforts to orally notify the student's parent/guardian of the In-School Suspension. A written notification of the In-School Suspension will then be sent to the parent/ guardian, which will include an offer to meet with the parent/ guardian to discuss the student's current performance and behavior in school, strategies for student engagement, and possible responses to the behavior that triggered the In-School Suspension.

#### In-School Suspension (ISS) Rules

1. Students report to the ISS room before the start of first period or period assigned.
2. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed on the next day of attendance
3. Restroom breaks are provided periodically.
4. Students eat lunch in the ISS room.
5. Students must bring all necessary assignments, text and materials.
6. All school rules apply in ISS.
7. Students will turn cell phones in upon entry, remain seated in assigned seats and work on assignments, behavioral packets, or read appropriate material.
8. Students must produce complete academic assignments for every period of the school day.
9. Talking or interfering with other students, sleeping, lounging, and eating or drinking at any time other than lunch is not allowed.
10. Violation of ISS rules results in Out-Of-School Suspension. When the student returns they must make up the time they missed from ISS.
11. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.

#### PROCEDURES FOR SHORT-TERM SUSPENSION

(Exclusion of a student from school premises and regular educational program for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. Unless a student possesses a firearm, controlled substance, assaults a school staff member, or is charged or convicted of a felony complaint (see Administrative Procedures based on G.L., c. 71, §§37H and 37H ½, below) the student will receive the following due process prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the date, time, and location of the hearing, the opportunity for the parent/ guardian to attend the hearing, and the right to interpreter services. .
2. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and, if so, what discipline shall be imposed. The student and parent/ guardian shall receive notice in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make academic progress while excluded, including making up assignments and other academic work.

#### PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in G.L. c. 71, §37H and §37H½ (described in the School District Policies, State and Federal Regulations section, below)

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the right for the parent/ guardian to attend the hearing, the date, time, and location of the hearing, the right to interpreter services, the right to appeal to the superintendent, the opportunity to view the student's records, the right to be represented by counsel at the student/ parent/ guardian's own expense, the right to produce witnesses, the right to cross examine witnesses, and the right to request that the hearing be recorded and to receive a copy of the audio recording.
2. In advance of the hearing, as at any time, the student and/or parent shall have the right to review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student.
3. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. Please note that student witnesses may not be compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.

4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The student and parent shall be notified in writing of his/her decision, including, if applicable, the disciplinary offense; the date on which the hearing took place; the participants at the hearing; key facts and conclusions reached by the principal/ designee; the length and effective date of the suspension; the date of return to school; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed. The long-term suspension will remain in effect unless and until the superintendent reverses the decision.

## EXPULSIONS

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. While excluded, students shall have the opportunity to receive educational services and make academic progress.

Students may be expelled under the following statutes:

- G.L.c.71 § 37H, which permits the principal to expel a student for possession of a dangerous weapon; possession of a controlled substance; or assault on a principal, teacher, teacher's aide, or other educational staff members on school premises or at a school sponsored event
- G.L., c.71, § 37H ½ permits the principal to suspend a student, for a period of time determined appropriate by the principal, if the student is charged with a felony and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The principal may also expel a student for being convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony, and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

## PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence 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 may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term or long-term suspension notification. During the temporary removal, the short-term suspension notice shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days,

unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

## EXCLUSION FROM PRIVILEGES

The school administration may also exclude a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct, regardless of whether the student is ultimately suspended or expelled. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

## EXCLUSION FROM CLASS

A student may be sent to the office, assigned detention, or assigned ISS for any off the following non-exhaustive list of reasons:

- Repeated and habitual disruption of a class/assembly;
- Destruction of classroom equipment or supplies;
- Repeated actions which endanger the safety and well-being of others; and
- Verbal or physical threats toward the teacher or other students.

The administration will offer all available resources to assist those students who are experiencing difficulty in school. These resources may include counseling services offered by the guidance department and/ or any other interventions that are appropriate.

Finally, the responsibility for attendance and proper conduct in school rests with the parent. The School Committee recognizes its responsibility to provide whatever services are needed to assist the parent in meeting his or her obligations but maintains that the school cannot and should not attempt to do this alone.

## CONSEQUENCES FOR BUS INCIDENTS

Students are expected to abide by the school rules while on the bus. Consequences for violations of school rules on the bus may include the loss of bus privileges on a temporary or permanent basis.

File: IHAMB

## **TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS**



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

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

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

To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.

To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.

To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy  
JICH, Drug and Alcohol Use by Students

First Reading: 8/2/2016  
Second Reading and Vote: 10/4/2016

### **TEEN DATING VIOLENCE POLICY (TITLE IX)**

The Uxbridge Public Schools is committed to providing a learning environment in which dating violence is not tolerated. Consistent with this philosophy, the Uxbridge Public Schools is committed to promoting an environment free from dating violence. Accordingly, the Uxbridge Public Schools seeks to increase awareness of teen dating violence and help in responding to the

needs of victims and children who are witnesses to such violence. Teen dating violence occurring in any setting is unlawful, and teen dating violence occurring in any school setting will not be tolerated. Further, retaliation against an individual who has complained about teen dating violence or cooperated in an investigation of teen dating violence will not be tolerated.

The Uxbridge Public Schools will respond promptly to complaints and reports of teen dating violence or retaliation and corrective action will be taken where necessary, including disciplinary action up to and including expulsion where appropriate. Investigations into allegations of teen dating violence will be conducted in accordance with the Uxbridge Public Schools' Nondiscrimination Policy and Grievance Procedure.

#### I. Defining the Issue of Teen Dating Violence Domestic Violence/ Interpersonal Violence:

##### Domestic Violence:

A pattern of coercive behavior in which one partner attempts to control another through threats or actual use of tactics, which may include any or all of the following: physical, sexual, verbal, financial, psychological abuse and/or through the use of technology (i.e. cyberbullying). Domestic Violence affects every community across the country, regardless of ethnic group, culture, or background. People of all ages, sex, income levels, faiths, sexual orientation, gender identity, and education levels experience domestic violence.

##### Teen Dating Violence (or relationship abuse):

A pattern of over-controlling behavior that someone uses against their girlfriend or boyfriend. Dating violence can take many forms, including mental/emotional abuse, physical abuse, sexual abuse and/or through the use of technology (i.e., cyberbullying). Someone may experience dating violence even if there is no physical abuse. It can occur in both casual dating situations and serious, long-term relationships.

##### Child Witness/Exposure to Domestic Violence:

Witnessing violence can affect every aspect of a child's life, growth, and development. Exposure can include seeing or hearing the abuse, discovering the effects of abuse (their parent's injuries or broken furniture, etc.) and/or being injured/hurt defending a parent against the abusive behavior.

##### Family Violence:

Family violence is a broader definition, including child abuse, elder abuse, and other violent acts between family members.

##### Victim/Survivor/Battered/ Target:

Interchangeable terms to refer to the person who has been hurt, abused or threatened with harm, whether or not there has been actual physical abuse.

##### Abuser/Perpetrator/Batterer/ Aggressor:

Interchangeable terms to refer to the person inflicting the abuse and causing harm, whether or not there has been actual physical abuse.

Additionally, such conduct may also constitute harassment, a form of discrimination that is prohibited by federal and state law; and/or such conduct may constitute bullying, including without limitation, cyberbullying, which is prohibited by state law. The Uxbridge Public Schools Non-Discrimination Policy and Prohibition Against Sexual Harassment, and the Uxbridge Public Schools Anti-Bullying Policy also prohibit such conduct.

## II. Recognizing Warning Signs:

Signs of Abusive Behavior or Victimization include, but are not limited to:

- Low self-esteem
- Views violence as a means of problem solving
- Belief that assault is normal
- Difficulty in establishing positive relationships with women or girls
- Lack of empathy toward others
- Difficulty with social interactions
- Need for instant gratification
- Low impulse control
- Angry outbursts
- Difficulty with dating relationships
- Very degrading toward females
- Victim stance
- Difficulty with authority figures
- Inappropriate physical contact
- Inability to set goals for the future
- Has witnessed domestic violence toward their mother
- Difficulty with accepting responsibility for own actions
- Hopelessness
- Depression
- Poor decision making/problem solving skills
- Sexual harassing behavior
- Difficulty with following directions
- Little or no investment in learning life skills
- Fear of failure/anxiety

## III. Procedure for Reporting Teen Dating Violence

Responsibility of Students:

A student, who believes that they have been a victim of teen dating violence, believes that they are in danger of teen dating violence, or has a restraining order against an individual, may report the matter to any of the following individuals: (1) principal, (2) assistant principal, (3) guidance/counselor, (4) teacher, or (5) school nurse.

Students who observe an act of teen dating abuse, sexual violence, or stalking, or who have reasonable grounds to believe that these behaviors are taking place, should report incidents to

school faculty and/or staff. The target will, however, not be subject to discipline for failing to report teen dating abuse, sexual violence, or stalking.

#### Responsibility of School Staff:

School staff will take all reasonable measures to prevent teen dating abuse, sexual violence, and stalking. Any employee that witness, hear of, or have reasonable grounds to believe that these behaviors are taking place, is obligated to report such behaviors to the building principal. Additionally, any employee who observes an incident of teen dating violence on school property or at a school-related event on or off school property must immediately notify the building principal or Civil Rights Coordinator. This report should be made verbally or in writing as soon as possible but no later than the end of the student's school day.

All staff members are required to report all acts or incidents of dating violence. These could include:

- Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse.
- Digital or electronic acts or incidents of dating violence.
- Patterns of behavior that are threatening or controlling.

When a report of teen dating violence involving the commission of a crime is received, whether it occurred off school property or has occurred on school property, on the way to or from school or at a school-related event, or a violation of a restraining order on school property, on the way to or from school or at a school-related event is received, the Uxbridge Public Schools will act promptly to notify the appropriate authorities of the alleged incident. Reporting of any such incident will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

Any student who knowingly makes a false accusation of dating violence will be subject to disciplinary action. It is important to take third party information seriously where teen dating violence is concerned.

It is recommended that an appropriately trained member of the school staff approach the student to discuss what has been heard and potential concerns. If abuse is acknowledged, a "safety plan" should be worked on, in addition to recommending and sharing referrals for counseling, support groups, and police/court assistance.

Additionally, school staff must remember to comply with all statutory reporting obligations for suspected abuse and neglect (51A reporting), as outlined in the Uxbridge Public Schools' Student Welfare Policy. Furthermore, school staff also must remember to report all crimes to the police. Reporting of any such incident will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

#### IV. Ensuring Confidentiality

Under state law, any information about a student's status as a target or perpetrator of dating abuse or sexual violence or as the petitioner or respondent of an order of protection and other related information that is either generated by or provided to school officials, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00). The information is confidential and must be kept private and secure, and may not be disclosed to third parties without the written consent of the parent or eligible student, except in limited circumstances.

An "eligible student" is a student who is 14 years of age or older or who has entered the 9th grade, unless the school committee has extended rights to younger students or those who have not yet entered 9th grade (603 CMR § 23.02). Once the student reaches the age of 18, the student or the parent may consent to the disclosure of information from the student's record to third parties unless the student has limited the parent's right in that regard. (Although a student 18 years of age or older has authority to limit the parent's right to consent to disclosure of his or her student records, the student cannot limit the parent's right to review them.)

Authorized school personnel may have access to student records of students to whom they are providing services when access is necessary to perform their official duties (603 CMR §23.07(3)). In these circumstances, written consent of the eligible student or parent is not required.

A school may disclose information to parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. (603 CMR 23.07).

#### Parental Notification and Disclosure:

If school personnel determine that a student is currently in danger or there is potential for danger related to dating abuse, a parent/guardian must be notified. School counselors and administrators will work together with students experiencing dating abuse to find ways of involving parents/guardians in increasing their child's safety. If students choose to notify their parents that they are experiencing abuse, school personnel will assist the student in developing a plan for such disclosure, including meeting with students and parents as needed. The student may disclose the name of the alleged offending student to their parent, but the school cannot disclose the name.

#### Procedures When the School Is Provided With a Copy of a Restraining Order:

When a student has a restraining order against an individual and provides a copy of the order to the school, the school should hold a meeting with the student and their parents/guardians to review the restraining order and its implications. A "safety plan" should be worked out to address the victim's needs and concerns, including staff to which the student may report if any concerns arise or any violation of the restraining order occurs while the student is on school property or at a school-related event. If the restraining order is against another member of the school community, a separate meeting should be held with that individual to review the restraining order

and its implications, expectations, and the consequences for violation of the order. The development of the “safety plan” will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

#### V. Disciplinary Action

The Uxbridge Public Schools is committed to creating a campus environment that promotes timely and fair adjudication of teen dating violence, and sexual violence cases. Investigation and discipline involving reports of teen dating violence will take place in accordance with the Non-Discrimination Policy and Grievance Procedure.

#### VI. Training

The Uxbridge Public Schools will provide training for faculty, staff, administrators, and parents on relevant policies and how they can nurture environments that support healthy youth relationships and actively prevent bullying, harassment, discrimination, and abuse.

#### VII. Other Remedies

A student who believes that they have been the victim of teen dating violence that has occurred off school grounds and/or during non-school hours may report the alleged incident to the police. Students who believe that they are in danger may also seek a restraining order to protect a person from physical pain or injury or the threat of pain or injury by filing an application for a restraining order at the local courthouse.

### **PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL: KEB**

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

### **PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL: KEB-R**

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.

2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.

3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.

4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.

5. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.

6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

## **HAZING CONDUCT**

The Uxbridge Public Schools forbid hazing in any form. Should an alleged instance of hazing occur, the provision of Massachusetts General Laws, Chapter 269, Sections 17-19 shall be adhered to. In addition the Executive Director or his/her designee and the Police Department shall immediately be notified of the circumstances of the complaint and the action taken.

Any student who has engaged in hazing shall be subject to the disciplinary actions. Any employee who has engaged in hazing shall be subject to disciplinary and/or legal action.

According to Chapter 269, Section 17, the Crime of Hazing is described as follows: "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both."

The term "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 substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical healthy or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions to the contrary, consent shall not be available as a defense to any prosecution under this action.

### **Chapter 269, Section 18 - Duty to Report Hazing**

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

### **Chapter 269, Section 19 - Statement of Compliance and Discipline Policy Requirement**

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization,



a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

#### **STUDENT TRAVEL: File: JJH**

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

### **ACCESS TO ELECTRONIC MEDIA: IJND**

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

#### **Safety Procedures and Guidelines**

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of directed electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its Internet safety measures.

#### **Permission/Agreement Form**

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding

document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

#### Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

#### Responsibility for Damages

Individuals shall reimburse the Committee for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

#### Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

#### Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

### **ACCEPTABLE USE POLICY – TECHNOLOGY: IJNDB**

#### **Purpose**

The Uxbridge Public Schools shall provide access for employees and students to technology for educational purposes as described in an internal document entitled "Administrative Regulations and Procedures for Acceptable Use Policy". *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature.

The purpose of these technologies is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others, i.e., the community, government agencies, and businesses. These will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information.

### **Availability**

The Superintendent or designee shall implement, monitor, and evaluate the District's technologies for instructional and administrative purposes.

Access to technologies, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with Administrative Regulations and Procedures for Acceptable Use Policy".

Access to technology is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Uxbridge Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Uxbridge Public Schools.

### **Acceptable Use**

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Uxbridge Public Schools as well as with law and policy governing copyright.

### **Monitored Use**

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

### **Liability**

The Uxbridge Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Uxbridge Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

### **Student Records: JRA**

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS:           Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. Of Education 23.00 through 23:12 also

Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L.c.71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

### **Student Records: JRAR**

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1)     These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

(2)     If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

## **Definition of Terms**

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9<sup>th</sup> grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9<sup>th</sup> grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

## **STUDENT RECORD REGULATIONS**

### **Purpose of Student Records**

Individual student records are developed and maintained for each student in the system in accordance with federal and state regulations, School Committee policy and administrative procedures. These records provide the data needed to plan and implement legitimate and recognized educational goals for each student. Student records include files, documents, and other materials which contain information directly related to a student and which are maintained in writing, on film, or on tape by the school system or persons acting for the school system. Private, personal or working notes made by a system employee are not regarded as records so long as such notes are for that person's sole use or by the use of his/her substitute.

### **Contents of Student Records**

Cumulative Folder:

The Uxbridge Public School District requires that essential data be maintained for each student. The following types of information which constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system are maintained in a student's cumulative folder:

1. Identifying information (name, address, date-of-birth, name of parent/guardian, address, phone number)
2. Attendance information
3. Subject performance information (academic work and level of achievement, grade level and year completed)

Additionally, an individual student's cumulative folder may include other information relevant to recognized educational goals such as but not limited to:

1. Individual reading tests
2. Report cards
3. Transcripts from other schools
4. Standardized test information
5. Speech and hearing evaluations

#### Health Record

In addition to the educational record maintained by guidance, the health record is stored securely in the nurse's office until graduation or such time as the student is no longer active at Uxbridge High School (i.e. transfer or withdrawal). Just prior to graduation, all seniors will be provided with their complete health and medical records, for which they will sign receipt; typically, these are distributed at graduation rehearsal.

#### Limited Access Folder:

Other type of data which may be obtained only with the written consent of a parent/guardian and kept in a limited access folder may include such information as but not limited to:

1. Notations regarding individual student's specific needs
2. Counselor notations
3. Disciplinary data
4. Psychological or psychiatric reports
5. Court documents
6. Social histories

This limited access folder is maintained in the local school building and/or Special Education Office. The above descriptive listing of the types of information contained in student school records will be available in the School Committee Policy Book in each school principal's office and will be made available to parents/guardians on request.

#### Collection, Maintenance, and Access to Student Records

The Superintendent of Schools is responsible for the district-wide maintenance of records. Each building principal is responsible for the records maintained in his/her school building. Information about a student and his/her family shall be collected upon the student's entry into the Uxbridge Public Schools. All students' records shall be kept current and private.

#### Release of Information

Upon a student's enrollment in any other secondary school, all records, excluding those in the limited access folder, will be transferred to that school upon written request for records from that school. The transfer of any additional data to other institutions or schools requires the written informed consent of the parent/guardian or eligible student. A record will be kept of all such requests and transfer of records.



Personally, identifiable information may also be disclosed without written consent of federal, state and local authorities listed in Section 99.31 of the regulations of the Family Education Rights and Privacy Act.

Personally identifiable information may be disclosed to appropriate persons without parental consent in an emergency, if the knowledge of such information is necessary to protect the health and/or safety of the student or other persons.

The release of any student records, other than in transfers as specified above, to any other third party requires the written consent of the parent/guardian or eligible student, except in compliance with a court order, subpoena or statute. Advance notice to parents of compliance with a court order or subpoena is required.

Certain personally identifiable student directory data, specifically limited to name and participation in officially recognized activities and sports, weight and height if members of athletic teams and honors or awards received, may be known to the public through such vehicles as school athletic handbills, school playbills, school newspapers and school yearbooks or may be released to news media. However, if a parent, guardian or eligible student requests in writing that such data not be released, such a request shall be honored.

### ***Destruction of Records***

All student records will be reviewed periodically. Material that is no longer relevant for the provision of an appropriate educational program, will be removed from the student records and will be destroyed following an opportunity by the parent/guardian or eligible student to examine and copy such records.

The minimal personal data needed to operate the school system (including name, address, telephone number, attendance data and transcript of grades) will be retained for sixty (60) years following graduation of a student's class. All other data will be destroyed within five (5) years following graduation.

Parents/Guardians or eligible students who wish to examine records prior to their destruction may make a written request to the custodian of records prior to June 30th of each school year. This request should be addressed to Superintendent of Schools, Uxbridge Public Schools.

### ***Challenge of Contents of Student Records***

Parents/Guardians or eligible students (students 14 years of age or in the 9<sup>th</sup> grade, whichever comes first) shall have an opportunity to challenge the accuracy of data/information in the student records in accordance with the applicable federal and state statutes and regulations.

### ***Notice of Students Records***

The Uxbridge Public Schools shall publish this regulation annually in the student handbook and it shall serve as the notice describing School Committee Policy and the applicable statutes and regulations governing student records.

The School Committee Policy and Commonwealth of Massachusetts Department of Education Regulations governing student records are available for public inspection during regular business hours in the Office of Superintendent of Schools, the Offices of the building Principals and the Office of the Director of Pupil Services.

#### **Return of Student Record**

Prior to graduation, commonly at a graduation rehearsal, the student's cumulative record, including all educational records maintained by guidance and the health record stored by the nurse's office, will be returned to the student. At that time, the student will sign for receipt of said records. Should a student not claim his/her record at that time, the procedure for the destruction of records as outlined above shall be followed.