

# Grafton High School



## Student/Parent/Guardian Handbook *2021-2022*

*To prepare our students intellectually, physically, and  
socially for their role as lifelong learners and responsible  
citizens*

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Review of School Committee Policy is on-going throughout each school-year. It is the responsibility of each individual to monitor the Grafton Public School website for the most current policy and handbook changes.

## **ADMINISTRATION**

24 Providence Road, Grafton, MA 01519 508-839-5425 FAX: 508-839-8544

<https://www.graftonps.org/Domain/8>

Kevin Carney, Principal  
Elizabeth Woelflein, Assistant Principal  
Jason Cote, Interim Assistant Principal

### **Guidance & Health Services**

Sharon Buckley, Director of Counseling  
Kathleen Egan, Guidance Counselor  
John Patraitis, Guidance Counselor  
Laurie Rohan, Guidance Counselor  
Patricia Ciampi, Adjustment Counselor  
Nicole Karns, Adjustment Counselor  
Alexandra Dunham, Nurse

### **Grafton Public Schools – District Administration**

30 Providence Road, Grafton, MA 01519 508-839-5421

James Cummings, Superintendent  
Tracey Calo, Assistant Superintendent of Curriculum, Assessments & Grants  
Kristen Gasper, Assistant Superintendent for Human Resources & Operations  
Robert Wall, Special Education Administrator  
Anita Patel, Director of Finance  
Neil Trahan, Director of Technology.

### **School Committee**

Jennifer Connelly  
Amy Marr  
Laura Often  
Elizabeth Spinney  
Rahul Rathi

--Please call the main office at the school if you would like a copy of this document translated into a language other than English.

--Por favor llame a la oficina principal en la escuela si desea una copia de este documento sea traducido a otro idioma que no sea Inglés.

--Por favor, ligue para o escritório principal da escola, se você quiser uma cópia deste documento traduzido em uma língua diferente do Inglês.

--يرجى الاتصال على المكتب الرئيسي في المدرسة إذا كنت تريد نسخة من هذه الوثيقة مترجمة إلى لغة غير اللغة الانكليزية.

--Gelieve telefonisch contact op het hoofdkantoor op de school als u graag een kopie van dit document vertaald in een andere taal dan het Engels.

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## ***SCHOLASTIC INFORMATION***

### **Grafton High School Core Values and Beliefs**

At Grafton High School we value:

- Respect
- Responsibility
- Integrity
- Academic Excellence

We believe students learn best:

- When provided with a comprehensive, challenging and engaging curriculum, to meet all learning styles.
- In an environment that fosters high expectations for one's own actions, motivation, and responsibility.
- When they are encouraged to think, work and communicate effectively.
- In a safe and accepting learning environment that fosters respect and tolerance.
- When health and wellness are promoted and encouraged.
- By working independently and collaboratively to accomplish goals.
- When given equal opportunity to succeed academically and develop socially.
- When the entire Grafton community supports their learning in all regards.

### **GRAFTON HIGH SCHOOL 21ST CENTURY EXPECTATIONS**

Grafton High School students will be able to:

- Read, write, and speak effectively
- Demonstrate the ability to apply knowledge to complete tasks effectively
- Utilize critical thinking
- Enhance knowledge and skills with technology
- Exhibit behaviors that promote personal physical fitness and a healthy lifestyle
- Practice responsible and appropriate social behaviors
- Recognize and respect diversity
- Understand and demonstrate the duties and responsibilities that come with citizenship

### **21st CENTURY LEARNING ENVIRONMENT**

The 1:1 learning environment at Grafton High School will allow all students access to the curriculum and learning materials inside and outside the school day. Students will use their iPads in school every day to manage their agenda and homework, complete and hand in assignments, access information and do research, communicate with others in a learning environment, and practice 21<sup>st</sup> century skills. With this opportunity comes great responsibility. Students are responsible to bring their iPad fully charged to school, to care for their iPad, keep it secure, and follow the guidelines of the Acceptable Use Policy. (p. 61).

### **ACCREDITATION STATEMENT**

The New England Association of Schools and Colleges accredits Grafton High School. Accreditation indicates that Grafton High School meets or exceeds criteria for the assessment of institutional quality and has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

## **COMMUNITY AND SCHOOL SERVICE**

The Grafton school community believes in building and developing good citizens. Good citizenship begins with recognition of the fact that the community and our school are strengthened by the support that community and school members provide to one another. Our goal is to encourage each student to develop good citizenship through community and school service.

Selection for community and school service occurs through an application process. Only seniors are allowed to apply for community and school service courses. Applications are available in the guidance office. Students are expected to participate in service that relates to their career interests. The service will be assessed by attendance, journals, projects, and site evaluations. Students who fail to meet the expectations of school or community service may be removed. Students who are removed will either be given a class or allowed to do class work. However, no credit will be given to a student who is removed from community or school service.

Students will also have to give a presentation at the end of the year for their final exam. The presentation will be to select faculty members. In the presentation, students must connect their experience back to the mission and expectations of Grafton High School. Students also should demonstrate what they learned from their experience. For the midterms, students will provide a written reflection of their experience up to that point.

## **EXAMINATION POLICY**

**REF: IKAA**

Formative and Summative assessments are a required part of all courses. Each marking quarter grade for 5.0 credit courses accounts for 25% of the student's final grade point average. Each marking quarter grade for semester credit courses accounts for 50% of the student's final grade point average.

*Reviewed January 7, 2009. Reviewed March 22, 2010. Reviewed June 26, 2018.*

## **EXTRA HELP**

Teachers are available to assist students during the advisory period and after school hours. During the school day, students can work with a teacher during the advisory period. Assistance outside the school day is available as well. Each teacher will establish a time on a weekly basis to provide extra help. The time of this extra help session will be communicated in multiple ways (course expectation documents, teacher web page, verbally, etc.) to both students and parents.

## **GRADE POINT AVERAGE AND RANK IN CLASS**

Grade Point Average (GPA) is calculated at the end of the school year. The final grades for each school year are used to determine the cumulative GPA for all years in high school.

*Grade Point Average* is calculated based on grades earned in college preparatory courses. Grades earned in honors and advanced placement courses are given an extra weight of .5 and 1.0 respectively. To calculate a student's weighted GPA, each final grade earned in college preparatory courses is converted to a 4.0 grading scale. Consult the following conversion scale to identify the value of each grade. Each converted grade is multiplied by the course credits earned,

the products totaled, then the total is divided by the total number of course credits earned. This quotient is the student's weighted GPA.

**GPA Conversion Scale**

Level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
AP/EC	5.3	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	0.0
H	4.8	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2	0.0
CP	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
2	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

While Grafton High School does not determine class rank, calculation of the valedictorian and salutatorian is based on the top two highest weighted grade point averages. In order to be considered for Valedictorian and/or Salutatorian students must be enrolled as a Grafton High School student for 8 consecutive semesters. Final determination of these distinctions will be made at the conclusion of quarter 3 of students' senior year.

### **GRADE REPORTING/PROGRESS REPORTS AND REPORT CARDS**

The purpose of grading and reporting procedures is to evaluate student growth and progress in relation to the curriculum and to provide a report of this academic growth to the student and parent/guardian. Academic success and achievement in high school results from regular attendance in school and class, mastery of skills, participation in class, completion of homework and independent study, extra help, attitude and conduct. At the midpoint of each marking quarter, all students receive academic progress reports regardless of average. At the discretion of the teacher, progress reports may be issued at other times during the marking quarter for any grade. Formal report cards are prepared at the end of each marking quarter. Progress Reports and Report Cards will be handed to every student during school to take home.

Grafton High School students and parents/guardians have the opportunity to access current academic progress and attendance through the Internet-based PowerSchool program. All students are given usernames and passwords to access their PowerSchool information. Additionally, parents/guardians have the opportunity to procure usernames and passwords for each son or daughter. It is highly recommended that parents attend a brief informational meeting to learn about the features of PowerSchool and to receive the username and password. To access PowerSchool parents should enter the following web address:  
<https://gpspower.graftonps.org/public/>

### **GRADING PROCEDURES**

Report card grades may include the following components:

- Tests
- Quizzes
- Projects
- Homework
- Class work and participation

Each of these components is averaged in to determine the marking quarter grade. Each marking quarter grade for full year courses accounts for 25% of the student's final grade point average. Each marking quarter grade for half-year courses accounts for 50% of the student's final grade point average.

A five letter (A-B-C-D-F) marking system is used with plus and minus distinctions.

The following grade designations are also issued to students as needed: **I** = incomplete; **M** = medical excuse; **P** = passing; **W** = withdrawn from course; **X** = exempt from final examination. Academic achievement grades are assigned to students on the following performance standards:

**Grade of A:** Student demonstrates a comprehensive and in-depth understanding of all concepts and processes embodied in the course content. Student demonstrates clear evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 90-100% range in tests, quizzes, projects and final examinations.

A+	97-100	A	93-96	A-	90-92
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**Grade of B:** Student demonstrates solid understanding of the essential concepts and processes embodied in the course content. Student demonstrates evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 80-89% range in tests, quizzes, projects and final examinations.

B+	87-89	B	83-86	B-	80-82
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**Grade of C:** Student demonstrates a partial understanding of the essential concepts and processes embodied in the course content. Student demonstrates partial evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 70-79% range in tests, quizzes, projects and final examinations.

C+	77-79	C	73-76	C-	70-72
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**Grade of D:** Student demonstrates a minimal understanding of the essential concepts and processes embodied in the course content. Student demonstrates a basic lack of comprehension and development of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 60-69% range in tests, quizzes, projects and final examinations.

D+	67-69	D	63-66	D-	60-62
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**Grade of F:** Student demonstrates insufficient understanding of the essential concepts and processes embodied in the course content. Student demonstrates substandard work and is deficient in the mastery of the competencies and mechanics of the course. Student may have failed to complete work assigned. Student ranks in the 0-59% range in tests, quizzes, projects and final examinations. No credit is earned for the course.

F	0-59
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**GRADUATION REQUIREMENTS****REF: IKF**

In order to graduate from Grafton High School, a student must meet all credit and course requirements listed below. Students must also successfully pass the Massachusetts Comprehensive Assessment System (MCAS) test with a minimum competency determination score of 240 (Proficient) on the English language arts and math MCAS exams, or score at least a 220 (Needs Improvement) and complete an “Educational Proficiency Plan” before they can qualify for a high school diploma. Additionally, students must meet or exceed the minimum Needs Improvement score (a scaled score of 220 or higher) on the Science and Technology/Engineering MCAS Test. The MCAS tests measure content knowledge and skills related to learning standards in the previously mentioned content areas. Students who perform exceptionally well may qualify for scholarships for Massachusetts state colleges and universities.

English Language Arts	20 credits	English 9, 10, 11, 12
Social Studies	15 credits	To include World History, United States History I, United States History II
Mathematics	20 credits	
Science and Technology	15 credits	To include three full-year lab sciences. One course <u>must</u> be Biology and one year <u>may</u> be in technology
World Language	10 credits	All students must take a minimum of two years of the same language at the high school level.
Health	2.5 credits	
Physical Education	10 credits	
Electives	40 credits	
Total Credits	122.5 credits	Minimum 122.5 out of 140 credits

Credit Revision Grid by Graduating Class

	To move to Grade 10	To move to Grade 11	To move to Grade 12	To graduate
Grades 9-12	27.5/35 credits= 78.6 %	57.5/70 credits= 82.1 %	87.5/105 credits= 83.3 %	122.5/140 credits= 87.5 %

Transfer students must pass the equivalent percentage of credits attempted each year. Students may choose to repeat a specific course if class size allows; however, credit will be earned only once. Both grades will be recorded on the transcript. This does not include the following courses: Concert Band, Jazz Workshop, Chorus, Chamber Choir, Physical Education and Academic Support. Credit may be earned multiple times for these courses.

Regardless of accumulated total credits, all seniors must earn a minimum of 25 credits during their senior year. Students who do not meet graduation requirements will not be allowed to participate in the graduation ceremony. Students may make up the deficient credits or course(s) by successfully completing a summer school program approved in advance by the administration.

### **Graduation Ceremony**

Students that meet any one of the following three standards are eligible to participate in the graduation ceremony:

- Students who have met all local and state graduation requirements for a Grafton High School diploma and are in good standing.
- Students who have met all graduation requirements for the certificate of achievement and are in good standing.
- Students enrolled in the Special Education programs who have met all course credit graduation requirements (these requirements may be modified through the Grafton High School Special Education team process) and are in good standing.

### **Certificate of Achievement**

Students who have met the Grafton High School graduation requirements but have not passed the MCAS are eligible for a Certificate of Achievement to recognize the conclusion of their public school career. The graduation requirements for a Certificate of Achievement may be modified through the Grafton High School special education team process. A Certificate of Achievement is not a substitute for a high school diploma. It is a form of recognition that a student has fulfilled the local graduation requirements but has not met the state mandated graduation requirements.

### **GRAFTON JOB CORPS CAREER ACADEMY (GJCCA)**

Grafton High School and the Grafton Job Corps Career Academy (GJCCA) have a dual enrollment program where students attend and earn credits at GJCCA in a career trade and academics that can be applied toward a Grafton High School diploma. Students must qualify for enrollment at GJCCA through a recruiter independent of Grafton High School. More information can be found in the Guidance Office.

### **GUIDELINES FOR MAKING UP CREDIT LOSS DUE TO FAILURES OR ABSENCES**

Depending on a student's situation, they may make-up courses and/or credit as follows:

- a. Students who fail a course with a final grade ranging from 52 through 59 may attend an approved high school level summer school. This will count as a fifth marking term and when factored in to their existing grade must equal 60 or above. A passing grade in an approved high school level summer school may also be used to earn credit for a course lost due to excessive absences.
- b. Students who are short credits or missing required classes might, with prior approval from the administration/guidance, enroll in college level classes at their own expense. Most local colleges (i.e., QCC or Worcester State) offer evening classes and/or summer sessions. College level courses taken online and pre-approved by guidance and or the administration may also be acceptable in lieu of certain Grafton High School classes. Students who lost credit due to excessive absences may also take an online class pre-approved by guidance and administration.

## **Homework Policy**

**REF: IKB**

Homework is work assigned by educators and completed by students outside of classroom time that supports and enhances learning of the curriculum. It should reinforce, supplement, and/or extend learning in ways that help enrich the school experience.

The purpose of homework may vary according to curricular and student learning needs, as determined by the educator. Homework can be used to reinforce concepts or skills, prepare for classroom work/discussion, practice skills or apply principles in novel situations, promote critical thinking, develop communication, or serve other learning goals.

### **Homework is not required, but when it is assigned, educators will create homework that is:**

- Meaningful and valuable to the learning goals of the curriculum
- Necessary and relevant to classroom learning and/or real-life experiences
- Manageable for students to complete
- Developmentally appropriate for students in terms of time, scope, and expectations

In addition, homework should:

- Have a clear purpose, which is communicated to students
- Allow students and educators to gain a sense of a student's understanding and provide opportunity for timely, constructive feedback
- Be personalized or differentiated to accommodate students' specific learning needs and interests

All Grafton schools shall adhere to the following requirements:

- Homework will not be assigned to be completed during legal or religious holidays recognized by the School Committee and/or listed on the approved school calendar.
- Homework will not be assigned to be completed during school vacations listed on the approved school calendar.
- A student will be allowed a minimum of two (2) days to complete homework missed due to an excused absence.

*\*\*Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*

### **Homework Policy Overview**

Grafton Public Schools defines homework as work completed outside of classroom time that supports and enhances the learning of the curriculum. Educators recognize that students learn at varied paces and in myriad ways and take this into consideration when designing and assigning work. Moreover, educators design homework that is meaningful, manageable, and developmentally appropriate. Therefore, within and across classrooms at all grade levels, homework assignments may appear to be different in order to address individual student need.

Cumulative demands of homework, especially for students at middle school and high school, can create unmanageable situations for even diligent learners. As a result, **homework is not required, but when given, educators will assign work that meets one or more of the following purposes for learning:**

- Reading: Extensive research confirms a direct correlation between the amount of time students read and their growth as learners. Reading improves fluency, increases background knowledge, expands vocabulary, and boosts comprehension. Beyond reading for homework, we encourage students to read for pleasure.
- Preparation: These assignments help students acquire pertinent background information and prepare students to participate in upcoming lessons, projects, or assessments.
- Check for Understanding: These short assignments are intended to inform the teacher's instructional practice by outlining the skills and concepts students have mastered.
- Practice: This work allows students to review and reinforce skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- Extension: These assignments require students to apply specific skills and concepts to new situations, integrate multiple concepts, and promote the development of critical and creative thinking skills.

Students shall not be given a homework assignment which requires resources and/or references which are not accessible to them, and a student or class shall never be given homework for disciplinary reasons.

*\*\*Portions of the above definitions have been excerpted from Lexington Public Schools Homework Policy.*

### **Due Dates for Assignments Abutting School Vacations**

When educators assign homework near a school vacation (Thanksgiving, December, February, and April breaks), they must not include the break period in the time allotted to complete the assignment. Generally, educators will adhere to the following guidelines:

- Short term assignments (typically a one-night assignment) must be assigned at least two (2) days/class sessions before the vacation and may not be due the first day back from the vacation.
- Long term assignments must be assigned at least five (5) days/class sessions before the school vacation and may not be due before the 3rd day back after the vacation.

\*Students in Advanced Placement courses may be required to complete homework during a school vacation to fulfill the requirements of college-level curricula.

*\*\*Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*

### **Homework Missed as a Result of Absence**

Assignments and due dates will be determined at the discretion of the educator but will allow the student a minimum of two (2) days to complete homework missed due to absence. Upon return to school from an extended absence, students in conjunction with their teachers and parents will develop a plan to complete make-up work within a reasonable amount of time.

Adopted January 27, 2003

Revised February 8, 2010

Reviewed June 4, 2012

Revised: April 24, 2018

### **Administrators' Roles and Responsibilities**

- Communicate the district and school homework protocol to parents and teachers.
- Ensure that homework is consistent with the educational goals of the school/district.
- Oversee the implementation of the protocol.
- Support varied assessment and differentiated homework assignments.
- Recognize the need to balance homework and co-curricular activities.
- Facilitate the communication process between teachers, parents and students to help maintain a positive partnership.
- Regularly review/check teacher gradebooks in PowerSchool.
- Encourage communication among teachers within a grade level/discipline and across the district.
- Communicate and encourage students to become independent by addressing homework issues with the teacher first. If unresolved, the issues should be addressed with guidance and finally administration.

### **Teachers' Roles and Responsibilities**

- Outline homework policy and grading weights in course expectations.
- Return and/or give feedback on homework in a timely fashion.
- Use homework as a tool to assess student understanding.
- Provide differentiated homework assignments, varied forms of assessment.
- Give consideration to opportunities for extra credit.
- Clearly communicate assignments to encourage student planning (i.e.—verbally, on the board, in a syllabus, on website, and in PowerSchool).
- Provide expectations or rubrics for homework related to long-term projects.
- Respond to parent concerns regarding homework in a timely fashion.
- Assign meaningful homework applicable to material as needed.
- Discuss homework practices with colleagues.
- Communicate and encourage students to become independent by addressing homework issues with the teacher first. If unresolved, the issues should be addressed with guidance and finally administration.

### **Students' Roles and Responsibilities**

- Be responsible for the content of each course expectation.
- Expect and complete homework each night.
- Plan appropriate homework time and a quiet location.
- Use agenda to organize and record assignments.
- Turn homework and assignments in on time regardless of scheduled school activities.
- Seek feedback and assistance when needed.
- Make up all assignments missed per school make-up policy and teacher instruction.
- Maintain academic honesty/integrity on all assignments.
- Recognize the need to balance homework and co-curricular activities.
- Become independent by addressing homework issues with the teacher first. If unresolved, the issues should be addressed with guidance and finally administration.

### **Parents/Guardians' Roles and Responsibilities**

- Read, sign and accept course expectations to learn about course requirements and individual teacher's grading of homework.
- Utilize PowerSchool as a means of communication with student and to monitor homework progress.
- Provide appropriate time, structure, materials, and space.
- Encourage students to seek help from teachers when necessary. This help can take place before or after school and during advisory.
- Ensure that student balances homework and co-curricular activities.
- Contact school when student has extended absences to get homework assignments.
- Communicate concerns regarding students' homework status to the teacher.
- Communicate and encourage students to become independent by addressing homework issues with the teacher first. If unresolved, the issues should be addressed with guidance and finally administration.

### **Grading and Weighting Guidelines**

Teachers implement a variety of grading practices that are appropriate for individual assignments. The grading of assignments will vary according to the type, length and purpose of the assignment. The way an assignment will be graded and the value of that assignment must be conveyed to students and conveyed to parents when appropriate.

Grades are categorized into areas. In general, teachers have some of the following categories: homework, class participation, quizzes, tests, projects/presentations, essays, labs, and performances. Homework will be weighted between the range of 10% and 25% of the overall grade. At the beginning of the school year the percentage value of each category will be listed in course expectation sheets and posted on the teacher's Schoology page.

*Adopted March 22, 2010*

## **HONOR ROLL**

Students who achieve excellence in studies are recognized by honor roll participation at the end of each marking quarter. The following are the average grade requirements for the honor roll: High Honors is achieved by earning a GPA of 3.7 or higher; Honors is achieved by earning a GPA between a 3.0 and a 3.6. A student may not achieve honor roll status if they have earned a grade of incomplete, or a C- (1.7) or below.

## **INCOMPLETE GRADES**

Students may receive an incomplete grade for a course if he/she has excused absences during the quarter and has not completed the make-up work prior to the end of the quarter. A grade of "I" will remain for a maximum of 10 school days after report cards are issued. Should the student fail to make up the work within the 10 school day period, the student will receive a failing grade for that work which is not completed. Any extenuating circumstances, which may necessitate extension of this deadline, must be approved by the administration.

## **PARENT CONFERENCES**

An annual school wide parent-teacher conference is scheduled in the fall. In addition, teachers, counselors and administrators welcome the opportunity to have individual conferences with students and parents, throughout the school year. Parents or guardians are encouraged to confer with faculty members as the need arises. Meeting times can be arranged mutually. Appointments should be requested and made during non-teaching times.

## **SUMMER SCHOOL GUIDELINES**

Students who fail a course with a final grade ranging from 52 through 59 may attend an approved high school level summer school. This will count as a fifth marking term and when factored into their existing grade must equal 60 or above. A passing grade in an approved high school level summer school may also be used to earn credit for a course lost due to excessive absences.

The summer session is primarily for students who need to repeat a course for credit. Summer school guidelines are available in the guidance office. A list of acceptable summer schools and their course offerings in our geographic area is also available in the guidance office. Close attention must be paid to the registration deadlines and attendance policies. All summer school work must be completed one week prior to beginning of fall classes except in extenuating circumstances and approved by the principal.

Under our present summer school policy, the grade earned in summer school or other summer program will serve as a fifth marking quarter. The summer school grade is averaged in with the four previous marking quarters and the mid-term and final exams. The final average must be passing to earn course credit. Other summer makeup work may include home tutoring or independent study. Parents will be responsible for arranging for a private tutor who must meet with the principal and sign out a textbook. The tutor reviews the entire course with the student, who then takes a final exam. The grade on this final is averaged in as the fifth marking quarter. At the discretion of the teacher, the student may arrange to complete a list of assignments, projects and a final exam. The average of all these constitutes the fifth marking quarter.

## ***STUDENT EXPECTATIONS***

### **ATTENDANCE POLICY OVERVIEW**

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. Attendance is taken in each class at Grafton High School. All students are expected to attend school daily and this includes attendance in all classes and advisory. The school may file a CRA(Child Requiring Assistance) petition for excessive absences.

The administration and teachers at Grafton High School believe that classroom activities constitute the heart of the educational process. Time lost from class can never truly be regained; in particular, the important benefits derived from teacher explanations and from the interaction among students and between teacher and student cannot be replaced. Not surprisingly, studies have shown a correlation between grades and attendance at school. Generally, the more class time missed by a student, the lower the grade; therefore, the intent of the following attendance policy is to encourage better student attendance so that each student can acquire the necessary skills for future success.

### **ABSENCE RULE**

**REF: JE-R1 Excerpt**

To allow for normal illness and emergencies,

- A limit of ten (10) absences per class for a full year (5.0) course credit will be allowed-- with excesses resulting in loss of credit.
- A limit of five (5) absences per class for a half-year course (2.5) credit will be allowed-- with excesses resulting in loss of credit.
- Although students may receive a passing grade in a class, the credit normally awarded toward promotion or graduation will be forfeited. Loss of credit may be appealed before the principal.
- A student changing classes during a marking period will have his/her total accumulation of absences in the former class carried over into the new class.

### **PROCEDURES FOR REPORTING AN ABSENCE**

**REF: JE-R1 Excerpt**

Parent / Guardian must notify the school if their child is absent. In order to properly distribute an accurate attendance list to staff, parent / guardian must notify the school no later than 8:30 AM. If we do not receive a telephone call, we will assume that the parent/guardian is unaware of their child's absence. If we do not receive a call, school personnel or the automatic system Global Connect will contact the parent/guardian at the home or work number. You may request a change in the notification number by contacting the high school Main Office. If no contact is made, a note is required upon the student's return.

A phone call does not excuse any absence; it only verifies the student is not truant from school.

Written documentation from parent/guardian for absences concerning medical and legal appointments is kept on file. At the end of the school year, all notes with the exception of medical, legal notes will be destroyed.

All written documentation that applies to the excused absence rule must be turned in within 5 days of the absence or absences.

### **CATEGORIES OF ABSENCES**

There are three categories of absences outlined below:

1. Absence—(Marked as A for “absent” or AC for ”absent called” in PowerSchool). Subject to Absence Rule.
2. Excused Absence—(Marked as X for “excused” in PowerSchool). Exempt from Absence Rule.



3. Unexcused Absence—(Marked as U for “unexcused”, O for “out of school suspension”, or I for “in-school suspension” in PowerSchool). Subject to Absence Rule.

### **PROCEDURES FOR EXCUSING AN ABSENCE**

An absence will become excused if the procedures are followed below:

- Illness verified through written documentation by a physician
- Death in the family/family emergency through written documentation
- Documented medical, dental, legal appointments
- Religious observance
- College interview or college visitation (3 maximum per junior and senior school year), prior approval required from guidance counselor
- School-sponsored trips or representing Grafton High School at a school activity
- Extenuating circumstances which have the prior approval of the administration

### **PROCEDURE FOR COLLEGE VISITS**

College visits will be recorded as an excused absence.

Seniors and juniors will be allowed three (3) verified college visits.

These upperclassmen may be excused for a maximum of three (3) school days each year to visit colleges, post secondary schools or military testing.

The following procedure must be followed to excuse college/military days:

1. A 24-hour advance notice from parent or guardian must be given to the counselor in writing
2. Written documentation from the college or university that the student was present must be provided to the guidance counselor within three days of the visit.

### **UNEXCUSED ABSENCES OR TARDINESS**

Any absence or tardiness that is unexcused may result in disciplinary action. The following are considered unexcused absences:

- Cutting class
- If a student enters a class after 45 minutes without an excused reason, it will be considered an absence.
- Truancy, including a phone call from a parent / guardian indicating a student is refusing to attend school that day.
- Tardy after 10:40 A.M. or dismissal before 10:40 A.M. are considered absences.
- Skip days (beach days, ski trips, etc.) by groups of students are considered separate from the rules of truancy and are regarded as very serious offenses. A parent's permission does not make this action permissible.
- Students committing truancy will be subject to Saturday School. This penalty is the minimum and in-house suspension and/or office detentions may be assigned depending on the student's disciplinary status at the time.

### **ABSENCES DUE TO VACATIONS**

Vacations taken when school is in session are subject to the absence rule. The school does not condone or encourage vacations during school time. The student is responsible for obtaining any make-up work prior to the vacation dates. Parents should notify the administration in writing of the reason or reasons why the child will be absent from school. A student will have minimally the number of school days he/she was out to make-up the work from the day of return. Extenuating circumstances will be addressed by the administration on an individual basis.

### **ABSENCES DUE TO A RELIGIOUS HOLIDAY**

**REF: JH**

A parent/guardian of a student may excuse his/her child from classroom discussion, extracurricular activities related to particular holidays or any other activities of a religious nature.

Parents have the right to determine when their children shall be absent from school because of religious observances on days of obligation. Such absences from school shall not penalize a student or deprive the student of make-up opportunities or pressure families to choose between school attendance and religious observance. Tests, quizzes and major assignments will not be scheduled on such days of obligated religious observance.

### **MAKE-UP WORK**

An excused absence or absence carries with it the opportunity to make up all assignments upon the student's return to school. Additionally, a dismissal or tardy verified by a parent/guardian or other authorized person carries with it the opportunity to make up assignments. A student will have minimally the number of school days he/she was out to make-up the work from the day of return. For example, if a student was out for one day, he/she will have one day to make up the work. If a student was out for two days, he/she will have two days to make up the work. If a student was out of school, he/she is responsible for obtaining any missing work the day he/she returns to school.

### **ATTENDANCE APPEALS**

When a student receives notification that he/she has lost credit due to unexcused absences, he or she may use the procedure below to qualify for an appeal hearing before the Attendance Review Board:

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

The Attendance Review Board will consist of one teacher, one guidance counselor and the assistant principal. The Attendance Review Board will be empowered to override, by a two-thirds (2/3) majority, the attendance regulation and restore credit. The student must continue to attend class regularly and remain academically active during the appeals process. After credit loss notification, a student/parent may request an appeal for review in order to re-examine the specific conditions relating to the individual case. The request for review must be in writing to the assistant principal within 10 school days. If needed, the principal will review the material presented and may extend the absence limit or continue the student's credit enrollment in the class(s) on a probationary basis. If the decision at this level is not satisfactory, an appeal may be made to the Superintendent of Schools.

### **BULLYING PREVENTION AND INTERVENTION**

**REF: JICD Excerpt**

*The following text is an excerpt from the District's DESE approved Bullying Prevention and Intervention Plan. To view the entire plan please visit the District Website at [www.grafton.k12.ma.us](http://www.grafton.k12.ma.us)*

### **PROHIBITION AGAINST BULLYING AND RETALIATION**

The Grafton Public Schools pledges to prepare all students to be life-long learners and responsible citizens. The Grafton Public Schools are committed to maintaining a safe school environment free of bullying.

In accordance with the current School Committee Policy JICD, “The Grafton Public Schools are committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated by the Grafton Public Schools.

**Bullying shall be 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 or leased or used by a school district or school or through 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 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 victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Each student of the Grafton Public Schools is personally responsible for ensuring that his/her conduct is not intimidating to any other student.”

**The definition of Bullying is:**

“The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.”

**Cyberbullying 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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 (i) to (v), 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 (i) to (v) inclusive of the definition of bullying. “

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

**DEFINITIONS**

**Aggressor** is a student who engages in bullying, cyberbullying, or retaliation.

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

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

**Cyberbullying**, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

**Gateway Behaviors** Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

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

## **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

**A. Expectations** The Grafton Public Schools will follow the set procedures and guidelines for the implementation of an anti-bullying protocol. This protocol includes:

- A student/parent complaint process
- A staff logging process
- A reporting process for staff
- An investigation process
- A disposition report
- A process for communication with parents/guardians/staff
- Record keeping and reporting

It is an expectation of the district that all staff members are required to report any incident of bullying, harassment or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying they see or learn about. The district will promptly and reasonably investigate all allegations of harassment, including bullying and retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about

bullying. The principal or designee of each building will be responsible for handling all complaints alleging harassment, bullying, or retaliation. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

- B. Logging Gateway Behaviors.** The District believes in the importance of prevention of and early intervention for bullying behaviors.

**Gateway Behaviors.** Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

To bring focus to isolated behaviors such as teasing, name-calling, rough-housing, staring, excluding district faculty/staff will 'log' behaviors observed. The District will use Logging Sheets (*see Appendix*) to track incidents of Gateway Behaviors. This data will inform school personnel of possible patterns of behavior that require investigation or intervention.

Using the Logging Sheet (*see appendix*) each faculty/staff member will log incidents witnessed. It is the expectation that each incident will also be immediately addressed with the student(s)/person(s) involved. At **any time** a faculty/staff member witnessing an incident may **immediately** refer the incident for investigation.

Logging Sheets will be collected at each school on a biweekly basis. The sheets will be reviewed by the administration and school Student Support Team for possible referral and/or investigation. In addition to referral and investigation data from the logging sheets will be used to plan/revise curriculum to address trends in the school.

- C. Procedures for reporting acts of bullying** If any employee of the Grafton school district observes, or otherwise becomes aware of a possible act of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying that person must report the event to a school administrator (Principal or Assistant Principal) within 1 full school day, using the Bullying/Retaliation Incident Reporting Form (*see Appendix*).

If a student expresses a desire to report or discuss a possible incident of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.

Bullying/Retaliation Incident Reporting Forms may be obtained in the school's main office, counselor's office, on the respective school and district websites, and other locations determined by the school. The district will also provide electronic means of submitting a Bullying/Retaliation Incident Reporting Form. All members of the community (students, staff, or family members) may report an act of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying to a school administrator via the Bullying/Retaliation Incident Reporting Form. If a student requires help completing the form, a staff member will provide the necessary assistance.

Each school will devise ways in which the reporting forms may be submitted to school administration.

Information obtained from the bullying/retaliation Incident Report Form shall be recorded in the district as a "complaint" for the reporting student.

**D. Procedures for the Prompt Investigation of Acts of Bullying or Retaliation**

The Principal or administrative designee must initiate an investigation of a report of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying within one (1) school day after being notified of a possible bullying/retaliation incident, consistent with due process rights, using the Bullying/Retaliation Investigation Form.

If the target is injured, medical treatment will be provided without delay, and the student's parents will be notified immediately.

The Principal or administrative designee will conduct an investigation to determine both whether an act of bullying/retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying occurred, and which person(s) were responsible for the act(s) and/or played a role in perpetuating it. The Bullying/Retaliation flowchart will be followed (*see appendix*)

Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigative process.

The Principal or administrative designee will make every attempt to contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.

Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.

When an act of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying has been determined, the Principal or administrative designee will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

If the aggressor's actions are delinquent acts or criminal in nature, they shall be reported by the Principal or administrative designee promptly to the responsible law enforcement agency according to the laws of the State of Massachusetts.

The Principal or administrative designee will notify parents/guardians of all parties involved of the incident, the outcome of the investigation, and whether disciplinary action was taken.

The Principal or administrative designee will create a written record of the bullying/retaliation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. No material records or evidence will be discarded until all students involved have left the school district.

The Superintendent shall be notified and will summarily document the investigation.

- E. Disciplinary Consequences** The Grafton Public Schools will investigate reports of bullying, retaliation against a person who reports bullying provides information during an investigation of bullying, or witnesses or has reliable information about bullying and/or harassment. Should the investigation determine that such bullying retaliation and/or harassment has taken place the following disciplinary consequences may be taken. Consequences may include one or more of the following, taking into consideration the frequency and severity of the incident(s).

**Disciplinary Consequences**

- Admonishment
- Written Warning
- Parent Conference
- Temporary Removal from Classroom
- Loss of Privileges
- Exclusion from Extracurricular Activities
- Detention
- Saturday School
- Suspension (in/out of school)
- Referral to Police Department for criminal action
- Exclusion
- Expulsion
- Any other action authorized by and consistent with the disciplinary code in each school Student/Parent Handbook.

**Remedial Actions**

- Restorative Justice
- Awareness Training
- Limited Access to Building
- Behavioral Assessment/Evaluation
- Behavior Management Plan
- Parent Conferences
- Modification of Schedule
- Referral to Family Counseling
- Law Enforcement Involvement
- Modifications to Hallway Traffic
- Professional Development Plans for involved Staff
- Safety Plan
- Disciplinary Action for School Staff

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. For students with special needs, who may be subject to disciplinary action due to acts of bullying, Special Education regulations will be adhered to, up to and including following the Manifestation Determination process.

- F. False Charges** Any student who knowingly makes false charges or brings a malicious complaint regarding bullying, retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, or harassment, and discrimination or hate crimes may be subjected to any of the disciplinary and/or corrective actions detailed above.

**G. Procedures for Following Up Acts of Bullying/Retaliation** After the determination that an act of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying has occurred and after appropriate discipline has been enforced, the Principal or administrative designee will develop with the target student or witness as appropriate and their parents or guardians a **safety plan** (see *Appendix*); and with the aggressor student and their parents or guardians a **conduct plan** (see *Appendix*). Both plans will include notifying the teachers not only of the incident, but also of all the parties involved, specifying their roles.

The safety plan for the target/witness will include, but not be limited by, the following. A staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:

- No acts of retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying have occurred.
- Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
- Information regarding outside support services are provided to student and family.
- The frequency and duration of check-ins will be determined on a case-by-case basis, but will not be less than two (2) times per week for a period of four (4) weeks.
- After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the Principal or administrative designee.
- The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the Principal or administrative designee.

The conduct plan for the aggressor will include, but not be limited by, the following: The Principal or administrative designee will conduct compulsory conduct meetings to ensure the following:

- No further acts of Bullying have been committed.
- The student has been educated regarding acceptable alternative behaviors.
- The student has received further education of the school's anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed.
- The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the minimum requirement should be at least two (2) times per week for a period of four (4) weeks.
- Information regarding outside support resources will be made available to the student and their parents/guardians.
- A progress report identifying student conduct will be provided after two weeks.
- Discontinuation of the conduct plan will be determined by the Principal or administrative designee. All meetings and the ending of the conduct plan should be documented and kept throughout the student's school career. Parents/guardians will be notified of the discontinuance of a conduct plan.



## ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

- A. Identifying resources.** The District will conduct a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. After the initial mapping of resources is complete, the district will develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The mapping of resources will be conducted by members of the administrative team. Recommendations for new programs will be the joint responsibility of the administrative team and the bullying curriculum task force.
- B. Counseling and other services.** The District will continue its practice of connecting students/families with Community Service Agencies as is appropriate. The site based Student Support Team, the building principal, the school psychologist and any other appropriate staff member will be responsible. School Adjustment Counselors and School Psychologists will assist school administration in developing safety plans for students who have been targets of bullying or retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Possible interventions may include but not be limited to tools including, behavioral intervention plans, social skills groups, and individually focused curricula.
- C. Students with disabilities.** Students with disabilities will have the same access to curriculum and intervention as offered to students in the general education population. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include determining whether specific accommodations, specially designed instruction or related services are necessary in order to meet the needs of the child.

## CARE OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, materials, school equipment, athletic equipment and school property. Students are responsible for the electronic devices signed out to them and must adhere to the Acceptable Use Policy (p. 53). Books and electronic devices (tablets) must be covered and handled with care. Students will pay for all lost or damaged books and equipment, including library media center materials. No additional books or school equipment will be issued until the lost or damaged book or equipment is paid for.

Students who damage school property maliciously, deliberately or through negligence will be billed. If this is not accomplished at once, the matter will be referred to the Grafton Police Department. Students may also be subject to the Category 5 consequences of the Code of Conduct. Graffiti, prohibited by Massachusetts Law Chapter 266, is not allowed in the school building or on school grounds. Students involved in graffiti violations will be subject to the Category 5 consequences of the Code of Conduct.

## **CHEATING AND PLAGIARISM**

Our school promotes an environment where honesty is valued. Students who cheat compromise that environment. Cheating is defined as obtaining information for the purpose of presenting it as your own, or providing information to others who have not acquired it through work of their own. This includes, but is not limited to, copying homework, stealing a test, looking on other student tests/quizzes, utilizing cheat sheets, or using electronic device cameras or text messaging of test/quiz answers.

Plagiarism is the unauthorized use of the language and thoughts of another author and the representation of them as one's own original work. This includes copying of papers, paragraphs, electronic resources, ideas, words and sentences, the work of another student, as well as utilizing paper-writing services and calling the work their own. Paraphrasing without acknowledging the original source falls into the same category.

Both cheating and plagiarism are unacceptable and dishonest and will not be tolerated. Any student caught cheating or plagiarizing may lose credit for that assignment after notification to the parent/guardian by the teacher. A meeting with the student will be arranged with an administrator to discuss the matter. Additionally, a student who is a member of National Honor Society may jeopardize his/her standing with probable dismissal.

Further, an assignment completed for one class should not be recycled and used for another class. For example, using the same essay for both an English and History assignment will not be allowed. In addition, submitting a paper from one academic year and again during another school year is not acceptable.

## **CODE OF CONDUCT FOR GRAFTON HIGH SCHOOL**

**REF: JK-R1**

### **The Learning Environment**

It is the goal of the Grafton Public Schools is to actively establish and maintain both a respectful and caring learning environment. Our Mission Statement expresses our intent to provide a safe environment and to foster respect among students and staff through the practice of responsible and appropriate social behaviors. At Grafton High School all individuals have the right to a quality education in an environment of order, self-discipline, safety, and mutual respect. The Grafton High School community strongly promotes respect for self, others, and the physical and learning environment.

Grafton Public Schools believes in RESPECT: Respect for self; Respect for others; Respect for the physical environment; and, Respect for the learning environment.

### **Delineation of Expectations**

Good citizenship makes up a productive school. Parents, students and staff will be expected to conduct themselves in a way in which the rights and privileges of others are not violated. In an effort to promote an atmosphere of mutual respect among all members of the Grafton High School community, the following guidelines for responsibilities and expectations have been established.

As a Parent/Guardian, I have the responsibility to:

1. Show courtesy, respect, and support for my child, the staff, and the school.
2. Support the School's discipline policy.
3. Maintain open lines of communication between myself, my child, and the Grafton High School community.
4. Instill in my son or daughter:
  - Recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment.
  - Respect the rights of fellow students and staff.
  - Respect for property and resources.

5. Not engage in bullying behaviors.
6. Not expose any member of the Grafton High School community to embarrassment, disparagement, or exploitation in any way.
7. Report all incidents of alleged bullying behaviors in a timely way to the appropriate staff.

As a parent/guardian, I have a right to expect that:

1. I will be treated with courtesy and respect by students and staff members.
2. My child will be treated with courtesy, consistency, and fairness by all staff members of the Grafton High School community.
3. My questions and concerns regarding my child's education will be responded to in a timely and professional manner.
4. My child will be able to work in a school climate that is safe, pleasant, orderly, respectful, and conducive to learning.

As a student, I have the responsibility to:

1. Be kind and helpful to my classmates.
2. Show respect for staff members, parents, other students, the school, and myself.
3. Obey classroom, school and bus rules.
4. Not engage in bullying behaviors.
5. Not expose any member of the Grafton High School community to embarrassment, disparagement, or exploitation in any way.
6. Show respect for property by not stealing or vandalizing.
7. Report all incidents of alleged bullying behaviors in a timely way to the appropriate staff.

As a student, I have a right to expect that:

1. I will be treated with courtesy, consistency, and fairness by all members of the Grafton High School community.
2. I will be able to work in a school climate, which is safe, pleasant, orderly, respectful, and conducive to learning.

As a Staff member, I have the responsibility to:

1. Show respect for each child and for his or her family.
2. Provide a safe and comfortable environment that is pleasant, orderly, respectful, and conducive to learning.
3. Communicate and enforce school and classroom rules.
4. Provide an environment that will promote self-esteem.
5. Treat students fairly and consistently.
6. Respect the rights of all individuals.
7. Maintain open lines of communication with the entire Grafton High School community.
8. Make myself accessible to parents/guardians to resolve questions and concerns in a timely manner.
9. Not engage in bullying behaviors.
10. Not expose any member of the Grafton High School community to embarrassment, disparagement, or exploitation in any way.
11. Report all incidents of alleged bullying behaviors in a timely way to the appropriate staff.

As a Staff member, I have the right to expect that:

1. I will be treated with courtesy and respect by all parents/guardians, students, and members of the Grafton High School community.
2. All students, staff, and visitors will behave in a way to promote a positive learning environment.
3. School administrators will provide leadership and support.
4. I will have the support and cooperation of students, parents/guardians, and colleagues in the performance of my duties.

## **Consequences for Failure to Meet the Expectations of Conduct**

To ensure that we maintain a safe and positive learning environment, it is necessary to delineate those behaviors that are unacceptable and make clear the consequences of such actions. This tiered system was designed to meet the developmental needs of the adolescent learner and the belief in a progressive approach to discipline.

In every case of student misconduct for which a consequence may be imposed, a Principal may consider ways to re-engage the student in learning; and provide alternatives that may include the use of evidence-based strategies and programs such as: mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Category: These violations do not anticipate every eventuality that would require a written policy. In the absence of policies, action will be taken at the discretion of the administration based on severity and frequency of infraction. Consequences will be administered with fairness and shall serve both the individual needs and the circumstances of the student, as well as the overarching need and desire to maintain an environment of mutual respect for all members of the Grafton High School community.

All school rules are in effect on school grounds as well as at all in-school and co-curricular activities, including off-site school sponsored activities such as dances and field trips. If students are not conforming to school rules, they may lose privileges to participate in school activities (for example, athletics, co-curricular activities, attending lunch in the Commons, and assemblies).

### **Category 1**

Misconduct in or out of class; tardy to class; pass violation

- 1<sup>st</sup> occurrence = 1 teacher detention
- 2<sup>nd</sup> occurrence = 2 teacher detentions
- 3<sup>rd</sup> occurrence = 3 teacher detentions

### **Category 2**

Failure to be in assigned area; leaving assigned area without permission; infractions involving electronic devices; excessive school tardiness; failure to attend assigned teacher detention; referral to an administrator for disruptive or inappropriate behavior in class or out of class, cutting class.

- 1<sup>st</sup> occurrence = 1 administrative detention
- 2<sup>nd</sup> occurrence = 2 administrative detentions
- 3<sup>rd</sup> occurrence = Saturday School and mandatory parent conference

### **Category 3**

Leaving school grounds without permission; accumulation of minor infractions; insubordination; forgery; disrupting the educational process; gambling; failure to attend administrative detention; truancy.

- 1<sup>st</sup> occurrence = 1 Saturday School and mandatory parent conference
- 2<sup>nd</sup> occurrence = 1 day suspension
- 3<sup>rd</sup> occurrence = 2 day suspension

### **Category 4**

Vulgar or obscene language or gesture, accumulation of administrative detentions, non-conformity to school rules, failure to follow administrator directions.

1st occurrence = 1 day suspension  
2nd occurrence = 3 day suspension  
3rd occurrence = 5 day suspension

### **Category 5**

Disrespect to persons of authority by word or action; bullying; threatening behavior; vandalism; theft (including from cafeteria); extortion, use and/or possession of tobacco products, e-cigarettes, and/or vapor pens.

Technology used to:

- Record and/or distribute (video, audio, photography) an incident or person that causes harm to the subject or others associated, does not support a positive school climate, and/or disrupts the educational process.
- Take or distribute images (photography or film) of confidential material such as assessments and illicit (sexual, drug use, violence) material.
- Record or film without consent of one or more individuals.
- Disrupt or harm the school's or district's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, accessing the guest network, accessing and using another person's account (apple id, gmail, drive, docs, etc.)

\* Inappropriate use of technology may result in the temporary loss of privileges.

1<sup>st</sup> occurrence = 3 day suspension  
2<sup>nd</sup> occurrence = 5 day suspension  
3<sup>rd</sup> occurrence = 5 to 10 day suspension

### **Category 6**

Use of alcohol and controlled substances as defined as: a) Possession of alcohol, b) use of alcohol, c) under the influence of alcohol, d) possession of a controlled substance, e) use of a controlled substance, f) under the influence of a controlled substance; possession of weapons, replica weapons, or incendiary devices; pulling false fire alarms; tampering with fire extinguishers; harassment; hazing; fighting; assault; assault on school personnel; threats to public safety; any other illegal acts, g) use of inhalants and use of over the counter drugs for other than their intended purpose.

Physical acts of affection that violate the norms of good taste.

- Suspension for up to 10 days
- Possible exclusion lasting between 11-179 days
- Possible expulsion for more than 180 days to an indefinite period
- Law enforcement officials may be notified
- Possible court action

### **Policy: JIC**

#### **STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for

the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

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

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

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

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

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

### **Notice of Suspension:**

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

### **Emergency Removal**

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

- 1 Except for offenses referenced in the note at the end of this policy.

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

**In School Suspension - not more than 10 days consecutively or cumulatively**

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

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

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

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

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

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

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

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

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

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

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

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

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and

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

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

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

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

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

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



The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension. The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

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

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

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

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

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

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

## **Reporting**

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

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

SOURCE: MASC December 2014

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

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

## **Policy: JK**

### **STUDENT CONDUCT**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC, Updated July 2014

LEGAL REF.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [71:37L](#); [76:16](#); [76:17](#)

603 CMR [53.00](#)

### **Student Due Process Rights**

Parents will be notified of continued occurrences in Categories 1 and 2 by the appropriate teacher and/or administrator. Occurrences in Category 3 will result in automatic communication between the home and school. Parents will be made aware of impending disciplinary action and have an opportunity to discuss ways of resolving the behavioral problems. Students and parents also have the right to speak to a teacher who has initiated the disciplinary action and to the administration if a further explanation or a hearing is necessary.

Grafton Public Schools **Policy JIA** states, “Court rulings have defined certain student rights with regard to suspension from school. Prior to being suspended for 10 school days or less, a student will be told the nature of the charges, given an opportunity to respond, and if he or she denies the charges, given an explanation of the evidence supporting the charges during an informal meeting with a school administrator. If emergency circumstances exist, a student may be suspended immediately. In such cases, the student will be given notice of the charges against him or her, an explanation of the evidence, and an opportunity to present his or her version of events as soon after the suspension as possible.

The parents/guardians of a student being considered for exclusion or expulsion shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal.”

Adopted June 9, 2003

The following is a list of violations that may result in serious disciplinary consequences up to and including suspension, exclusion, or expulsion. In determining the appropriate consequence, administrators will conduct an investigation to gather all pertinent information regarding the incident, including the facts of the particular situation, previous history of those involved, and any special/extenuating circumstance related to the incident or the individuals involved.

1. Possession, use, distribution, sale of alcohol, drugs or drug paraphernalia on school property. In some cases, expulsion may result. (Grafton Police notified). See School Department Policy JICH.
2. Drug-imitating behavior.
3. Smoking in school.
4. Possession of incendiary devices such as lighters, matches, etc.
5. Profanity, obscene gestures or obscenities.
6. Fighting or threatening behavior.
7. Willful destruction of school property. Arrangements for full restitution must be arranged before readmission to school.
8. Stealing.
9. Illegal acts – Grafton Police notified
10. Insubordination.
11. Leaving the school without permission during the day.
12. Any act that interferes with the operation of the school.
13. Possession of a weapon (or replica). See School Department Policy JICI. Expulsion from school will occur.
14. Derogatory racial, ethnic, religious, or cultural remarks to another.
15. Sexual harassment (See School Department Policy GBAA).
16. Committing any act that is perceived to place the health or safety of another person in jeopardy.
17. Asking another student or students to threaten or harm another student.
18. Persistent misconduct.
19. Cheating, plagiarism.

### Suspension

The Principal or Assistant Principal may issue a suspension if, in his/her judgment, a student's behavior has gone beyond reasonable limits. After an infraction of the code of conduct is reported, the Principal or Assistant Principal will investigate the matter by collecting evidence and hearing witnesses. The Principal or Assistant Principal will then decide if suspension from school is necessary. Suspension from school can range from 1 to 10 days in length. Students are expected to make up all work missed during suspension; zeros will be assigned for work not completed. A student who is suspended may be excluded from school-related activities at the discretion of the Principal or Assistant Principal (dances, field trips, etc.) until the next marking period.

#### Exclusion

Exclusion is an out of school suspension lasting between 11 and 179 days, and is specific to incidents involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school. In these instances, the Principal will conduct an Exclusion Hearing within 10 school days of the offense. The parent/ guardian may appeal exclusion to the Superintendent.

#### Expulsion

In instances involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school, the Principal may expel a student from school. Expulsion is the permanent removal of a student from the public school system. The Principal will conduct an Expulsion Hearing within 10 school days of the occurrence. Expulsion from school is the responsibility of the School Principal and may be appealed to the Superintendent.

#### Discipline of Special Needs Students

All students are expected to meet the requirements for behavior as set forth in the student handbooks. Chapter 71B of the Massachusetts General Laws and its implementing regulations require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students:

§ A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

§ When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."

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

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

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

- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or

- on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

§ Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

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

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

The following procedures apply to students currently receiving services under section 504:

§ If a student is suspended for longer than 10 consecutive days or has a series of suspensions that are shorter than 10 consecutive days but constitute a pattern a team meeting is held.

§ District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student’s file, including the 504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the 504 plan. This process is referred to as a manifestation determination.

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

§ If district personnel, the parent and other members of the Team determine the behavior IS a manifestation of the student’s disability, the team will review the 504 plan to make any appropriate changes to support the student’s educational access and implement the revised plan.

The following procedures apply to students referred but not yet found eligible for special education:

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

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

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

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

Any of the following actions may subject a student to expulsion by the Principal under M.G.L. 71:37H:

- Found in possession of a dangerous weapon (or replica thereof) or a controlled substance on school premises or at school-sponsored or school-related events, including athletic games. For purposes of this policy, a weapon or its replica is defined as a device or object intended to inflict bodily harm including, but not limited to, a gun, knife, slingshot, blackjack, metallic knuckles, and martial arts equipment.
- Assaulting a Principal, Assistant Principal, teacher, teacher's aide or other staff member on school premises or at school-sponsored or school-related events, including athletic games.

The following action may subject a student to expulsion by the Principal under M.G.L. 71:37H ½:

- Felony complaint or conviction

Any of the following actions may subject a student to suspension, exclusion, or expulsion: M.G.L. 71:37H ¾:

- Causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
- Causing or attempting to cause damage to private property; or stealing or attempting to steal private property.
- Causing or attempting to cause physical injury to another person.
- Plagiarism (Using or copying the academic work of another and presenting it as his/her own without proper attribution).
- Knowingly defying the authority of supervisors, teachers, or administrators.

M.G.L. 71:37 H ¾: Any offense that is not addressed in M.G.L. 71:37H or M.G.L. 71:37 H½

#### Definitions:

Suspension – removal from school for a period not to exceed 10 days

Exclusion – removal from school for a period of 11 to 283 days

Expulsion – removal from school for an indefinite period of time

Legal Refs: M.G.L. c71, S. 37H, 37H1/2 and 37L  
M.G.L c 7, 6, S. 16 and 17  
Sec. 504, c71, S 37H  
603 CMR 26:08

*Adopted June 9, 2003. Revised September 11, 2006. Revised June 25, 2007. Reviewed January 22, 2008. Revised July 20, 2009. Revised November 23, 2009. Reviewed February 8, 2010. Revised April 25, 2011.*

### **CONFLICT RESOLUTION PROCESS**

Grafton High School condemns and resists violence in any form. When students are in conflict, the resolution process is as follows: (1) In case of conflict either party should seek out an adult staff member; (2) The situation will be referred by the above contact person to an administrator; (3) The situation will be investigated by an administrator who will make the determination what, if any, further action will be taken.

## **CORRIDOR PASSES**

Students are not allowed to leave class, extended block or assigned areas without a corridor pass issued by the requesting teacher. Any student without an authorized pass will be subject to disciplinary action. If a teacher in a previous class detains a student, that teacher must give the student a pass to present to the teacher to whom he/she is to report.

## **DETENTION**

Minor violations may result in detention being assigned by teachers or administrators. Students are reminded that detention sessions are an obligation that must be met when assigned. Students will report to the teacher or detention room promptly at the close of school and will remain in the detention session *from 1:55-2:45 P.M.* Office detentions may only be served on Tuesdays, Wednesdays or Thursdays. Students will be given a twenty-four hour notice for detentions. Detention takes precedence over work schedules or co-curricular activities. Teacher detentions take precedence over administrative detentions. Students who fail to serve assigned detentions will be subject to further disciplinary action.

## **DISCIPLINARY ACTION**

Disciplinary action may consist of administrative detention, suspension, expulsion, preventive counseling, after school obligations to the classroom teacher or the revocation of school privileges. Corporal punishment is illegal. However, an administrator, teacher or other school employee may use such reasonable force as is necessary for the purpose of safeguarding students and school employees.

**Suspension** = removal from school for a period not to exceed 10 days.

**Exclusion** = removal from school for a period between 11 to 179 days.

**Expulsion** = removal from school for an indefinite period of time.

## **DISPLAYS OF AFFECTION**

Displays of affection, such as kissing or embracing, that may make others uncomfortable or embarrassed are not permitted. Students are expected to keep their hands to themselves. On the first offense, parents may be notified and students will be informed that future violations could result in disciplinary action.

## **DRESS AND APPEARANCE**

**REF: JICA**

Parents are responsible for discussing with their children the kind and type of clothing that is considered appropriate to wear in a school setting. Students should use good judgment regarding appropriate attire in school.

As an educational community, we must ensure that all students and members of the faculty and staff feel as though their educational environment is not disturbed. We value the freedom to express individuality through dress, but also believe that all members of the school community should understand that respect is conveyed through behavior and appearance.

### **Expectations**

- Clothes must be worn in a way such that private body areas are fully covered with opaque (non see-through) fabric.
- Footwear must always be worn for health and safety reasons

- Clothing with tobacco, drug, alcohol, sexual innuendo, profanity or illegal messages is not permissible.
- Clothing that exposes undergarments is not allowed.
- Clothing must be worn with safety (facial features are seen) and health measures taken into account.

Faculty and staff will contact Administration when there is a disregard of expectations. If the behavior continues after documented conversations with Administration, students may face disciplinary consequences, which may include a conversation with parents.

*Reviewed January 12, 2009. Reviewed February 8, 2010. Revised April 25, 2011. Revised June 2019.*

## **ELECTRONIC DEVICES**

**Ref: JICJ excerpt**

Personal electronic devices include cell phones, iPods, MP3 players, hand-held video game players and headphones.

- Personal electronic devices must be put away in student bag.
- Personal electronic devices may only be accessed in an emergency situation as determined by school staff.
- Headphones may only be used in class with express permission from a staff member or teacher.
- A student may use an electronic device in the hallway between classes and also during lunches in the Commons.

If a student fails to adhere to the above-mentioned rules the following penalties will apply:

- Teacher will instruct student to put phone in a teacher designated area of the classroom (teacher desk, bin, etc.).
- Student will be sent to the office and an administrator will confiscate the phone/electronic device and store it for the remainder of the school day. Students must turn in the electronic device or phone in its entirety. (For example, no removing of the battery, turning in an iPod with the headphones, etc.) Failure to turn over the phone/electronic device to the faculty/staff or administrator is considered insubordination.
  - 1<sup>st</sup> occurrence – 1 office detention
  - 2<sup>nd</sup> occurrence - 2 office detentions
  - 3<sup>rd</sup> occurrence - 1 Saturday School and mandatory parent conference

*Adopted June 9, 2003. Revised September 26, 2005. Revised September 11, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed March 22, 2010. Amended January 24, 2011.*

## **INCENDIARY DEVICES**

Possession and/or lighting of any incendiary device, which includes, but is not limited to firecrackers, smoke bombs or matches and lighters in and around the school building and grounds or buses, will result in suspension from school. Students found to be in possession of and/or lighting an incendiary device will be subject to the Category 6 consequences of the Code of Conduct.



## **SATURDAY SCHOOL**

Saturday School takes place on Saturday mornings from 8:00 AM- 11:00 AM at Grafton Middle School. Students assigned to Saturday School will enter the main entrance of the Middle School and check in with the teacher assigned. Students must arrive by 8:00. If they are late, they will have to return for the next Saturday. All school rules apply. Saturday School takes precedence over jobs students have. Students are responsible for arranging transportation to and from Saturday School. The students are responsible for working out their schedule in order to attend an assigned Saturday School. Students must have enough schoolwork or independent reading for the entire three hours. They should come prepared with all necessary materials, such as iPad, agenda book, paper, pen/pencil, books, and notebooks. They should bring extra reading material, in case they finish their homework assignments early. If students do not have enough schoolwork or are disruptive, then they will be sent home, and will have to serve another Saturday School. If the teacher has to speak to a student about his/her behavior more than once, the student will be asked to leave and will have to meet with the administration on the next school day. Additional Saturday School, suspensions, and detentions may be assigned. **If students skip the Saturday School, the consequence is one day of in-school suspension.\***

## **STUDENT DRIVING AND PARKING PRIVILEGES**

Students who drive to and from school are required to obtain a parking permit from the administration. Due to the limited space for drivers, seniors will be given first priority in obtaining a permit. A lottery will be held for seniors only. Any open parking spots that remain will be put back into a lottery for remaining students. All students with permits must park in the student parking lot. Students are not allowed to go to the parking lot during the school day without permission from the administration. Standard rules for auto safety will be enforced; violations will result in revocation of parking privileges and/or citation by police. All operators and passengers of motor vehicles are required to properly fasten seatbelts while on school property. A parking permit is a privilege, not a right and may be revoked. The speed limit on school grounds is fifteen (15) miles per hour. Vehicles illegally parked or not registered with the school may be towed. Students are to obey all signs entering and exiting from the high school. Students are not allowed to park in the Municipal Center parking lot and doing so may result in a vehicle being towed by the Town Hall. Students who secure a parking lot through the lottery are required to pay a \$200 fee. *(Waived for 1st semester 2020-2021 only)*

## **SUSPENSION**

The Principal or Assistant Principal may issue a suspension if, in his/her judgment, a student's behavior has gone beyond reasonable limits. After an infraction of the code of conduct is reported, the Principal or Assistant Principal will investigate the matter by collecting evidence and hearing witnesses. The Principal or Assistant Principal will then decide if suspension from school is necessary. Suspension from school can range from 1 to 10 days in length. Students are expected to make up all work missed during suspension; zeros will be assigned for work not completed. A student who is suspended may be excluded from school-related activities at the discretion of the Principal or Assistant Principal (dances, field trips, etc.) until the next marking period.

### **In School Suspension**

Students assigned to in school suspension will report to the suspension room immediately upon entering the school and will remain in this area until the close of school. Students must bring iPad, books and writing materials with them to the suspension room. Suspended students will not be allowed to their locker or to other parts of the building during the suspension period. Students will sit at a desk assigned to them by the

suspension room monitor. There will be no talking, eating, or sleeping in the suspension room. Students are required to do academic work. Students who fail to comply with in school suspension regulations will be subject to an immediate out of school suspension.

### **Out of School Suspension**

Students assigned to out of school suspension are not allowed on school grounds or in the school building during the suspension period. Upon returning to school, a parent or guardian may be required to accompany his/her child for a re-entry meeting with an administrator.

### **TARDY AND DISMISSAL POLICY**

**REF: JE-R1 Excerpt**

A student is tardy to school if he/she is not in his/her assigned area when the bell rings at 7:25 A.M. Tardies after 10:40 A.M. will be recorded as an absence or an excused absence, according to the absence rule.

Excessive unexcused tardies (more than three) are subject to disciplinary action as follows:

- → 3rd Tardy = Lunch Detention
- → 4th Tardy = After School Detention
- → 5th Tardy = Saturday School and Student Meets with Guidance Counselor. Guidance calls home to develop an attendance plan for students.
- → After the 5th tardy, the cycle starts again and if a student reaches a 5th additional tardy, a parent meeting with administration and guidance counselor would take place.
- → Students who arrive to school after 8:00 am are considered absent from the first block class.

Verification for excused tardiness must be provided in writing by the parent or guardian in accordance with the reasons listed for excused absences.

An absence, dismissal, or tardy verified by a parent/guardian or other authorized person carries with it the opportunity to make up assignments.

Students who arrive tardy after 8:00 A.M. will not be allowed to participate in after school activities unless the student presents a written excuse from a parent that is accepted by the administration. (Oversleeping and going out to breakfast are not acceptable reasons for tardiness.)

Written requests for dismissal must be brought to the office by 7:25 A.M. Students must sign out with the office at the time of dismissal. If a student needs to be dismissed unexpectedly during the school day, he/she must first report to the nurse or to the office so that a phone call to a parent can be made.

Tardiness to class will result in disciplinary action by the subject teacher. The fact that a student is in the building, in the corridor or at his/her locker is immaterial; students must be in class ready for work at the required time.



## ***STUDENT ACTIVITIES***

### **ACTIVITIES PROGRAM AND ELIGIBILITY**

The co-curricular activity program is an integral part of the total educational offerings. While the reputation of the school is enhanced whenever its representatives excel, those who actually participate derive the greatest rewards and satisfaction. A student's participation in all co-curricular programs is voluntary and a privilege, not a right. All school rules apply to all co-curricular activities.

A student must be passing a minimum of five courses and achieving at least 25 credits at the time the last report card was issued including the last report card (final grade for year) in June to be eligible to participate in athletics, clubs, and co-curricular activity programs. A student who is ineligible may tryout for a sport. Please note: a maximum of five (5) school days is appropriate for a tryout. He/she remains ineligible until the quarter report card is issued. To participate in or attend any activity, game, practice, play or other co-curricular activity, a student must be in attendance for a recorded full day of classes on the day of the event. If the event is scheduled for Saturday, Sunday or a holiday, this regulation shall apply to the last school day preceding the event. If a student is ill or has some other absence excused by an administrator, he or she may participate in the activity. Disciplinary probation prevents a student from attending or participating in any co-curricular activity.

The advisor or head coach has the prerogative of setting rules and standards of behavior and discipline for the organization. This entails a clear understanding of what is to be expected in terms of appearance and conduct. The administration fully intends to back the advisor or coach in carrying out the policies governing the activity as long as they do not conflict with school policy.

Any group of students wishing to organize a new club may do so, but must first present the program to the administration. Discussion will be held to determine the need or feasibility of the club and subsequent steps to be taken for organization.

### **EXTENDED BLOCK (Second Period of Day)**

Extended Block is scheduled daily, immediately following the second period class. In order to assist students in meeting the school-wide expectations, the purpose of the extended block is for students to complete assignments, seek extra help or counselor support, initiate research, acquire tutoring and access computer labs, library or enrichment opportunities that are related to and/or support the school program and curriculum. School-wide advisory lessons will be scheduled throughout the year during this time frame to promote positive school culture.

### **ATHLETIC HANDBOOK**

Each school year an athletic handbook is available online to student-athletes by the athletic director. The handbook outlines athletic rules, regulations, protocols, and expectations. All required participation forms are also included in the handbook and online. All student-athletes and parents are required to read through the athletic handbook and return the parent/guardian sign-off sheet in order to participate in a sport. The athletic handbook is available on the athletic department webpage at: [www.graftonps.org](http://www.graftonps.org)

### **ATHLETIC RULES AND REGULATIONS**

**REF: JJI-R**

The athletic program operates under the general rule that we display and promote a positive image through actions and attitudes which results in school and community pride. All students are encouraged to

participate in interscholastic or intramural athletics. Competition in interscholastic athletics is offered to boys and girls at the junior varsity and varsity levels. Students participating in interscholastic athletics are subject to the Massachusetts Interscholastic Athletic Association regulations and eligibility requirements of Grafton High School.

As players or spectators, students are expected to demonstrate proper respect for all coaches, teammates, officials, opponents, spectators and equipment. They must exhibit the highest level of conduct both on and off the athletic field as they are, at all times, representatives of their team, school and community.

Pride in performance both individually and collectively is the goal of our program. Relative to this goal, please be advised of the following rules and regulations:

- Academic eligibility – a student must be passing a minimum of five courses and achieving at least 25 credits at the time of the last report card. For the final report card of the year, this rule applies to both fourth quarter grades as well as final year averages. If a student is only passing five courses, they will be placed on academic probation and be required to attend mandatory extra help sessions after school. However, if a student is academically ineligible based only on fourth quarter grades, they could become academically eligible if they are passing all classes that they are enrolled in at the time of the first progress report. \*This does not apply to final grades from the previous school year.
- Attendance eligibility--A student must also be in attendance for more than a minimum of one-half of the academic day, which is before or on the day of a contest. Each Principal will establish the time of day at which the half-way point is reached to implement this policy and make it known to all staff members, students and parent guardians. If a contest is scheduled for Saturday, Sunday or a holiday, this regulation shall apply to the last school day preceding the event.
- Ineligible Students - A student who is ineligible may tryout for a sport. A maximum of five (5) school days is appropriate for a tryout. He/she remains ineligible until the quarter report card is issued.
- Physical examination – all students must pass a physical examination each year before participating in any sport. This must be valid prior to the first practice session. No athlete will be issue equipment or be allowed to participate in any organized practice or scheduled game until he/she has given the school nurse a current physical examination form from a physician and a completed sports physical form. A physical exam is valid for thirteen (13) months.
- Notice of athletic injury risk – participation in athletics is inherently dangerous. Even though we provide a professional staff and quality equipment and facilities, injuries can and do take place. All students participate in athletics voluntarily with permission of their parent/guardian. Along with this participation, the students and parent/guardian accept the inherent risks to which students expose themselves.
- Equipment and uniforms – athletes are responsible for all equipment and uniforms issued. Payment will be required for all missing or damaged equipment.
- Transportation – all participants must ride to an athletic competition in school-provided transportation. With prior approval of the athletic director, an athlete may leave at the completion of the competition with his/her parent/guardian or that parent/guardian's designee. A participant wishing to leave with his/her parent/guardian or that parent/guardian's designee at the completion of a competition must present the coach a signed private vehicle form, signed by the athletic director, prior to the start of the competition. Any extenuating circumstances will be handled on a case-by-case basis by the coach and/or athletic director if available.
- Any suspension of an athlete must be reported in writing to the athletic director.
- Athletic insurance – supplemental insurance is provided to all athletic participants to cover costs after their own policy has been utilized. All injuries must be reported immediately to the athletic director.
- Conference rule - a varsity athlete may participate in only one varsity sport per season. Varsity athletes may not change from one varsity sport to another after the first scheduled conference game (see athletic director for exceptions).

- Bona fide team members – a bona fide member of the school team is a student, who is regularly present for, and actively participates in, all team practices and competitions. Bona fide members of a school team are precluded from missing a high school practice or competitions in order to participate in a non-athletic activity/event in any sport recognized by MIAA. First offense: Any student who violates this standard is ineligible for 25% of the season. Second offense: Student athlete is suspended and upon confirmation of the violation immediately ineligible for MIAA tournament participation in that sport.
- Chemical health – From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest) a student athlete shall not, regardless of quantity, use or consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (this includes, but is not limited to: cigarettes, chewing tobacco, cigars); e-cigarettes, vapor pens; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer.” It is not a violation for the student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

This MIAA statewide minimum standard is not intended to render “guilt by association,” e.g. many student athletes might be present at a party where only a few violate this standard.

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

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 part of an event will be truncated i.e. All fractional part 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 part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student 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 a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

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

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

# of Events/Season	# of Events/Penalty
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

- Unsportsmanlike conduct – if a student is put out of a game for taunting, fighting or flagrant unsportsmanlike conduct, the student 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 instance during the season, then the student is disqualified from any further participation in the sport season for one full year.
- Dismissal from a team – if a problem occurs that may result in a dismissal from a team, the coach must notify the student of the possible dismissal and report the situation in writing to the athletic director. The athletic director will meet with the coach, parents and the athlete, as soon as possible, to discuss the problem and the appropriate disciplinary action.
- Captain's practice – no student may participate in an out-of-season practice organized and conducted by that team's captain for that sport without adult supervision or on school property due to liability issues and defined season limitations.

*Revised June 25, 2007*

## **ATHLETIC TEAM SELECTION**

In accordance with our philosophy of athletics and our desire to see as many students as possible participate in the athletic program while at Grafton High School, we encourage coaches to keep as many students as possible without unbalancing the integrity of the sport. Obviously, time, space, facilities, equipment, personal performance, and other factors will place limitations on the most effective squad size for any particular sport. In some sports, the head coach may require a tryout for selection. Tryouts will begin and end with specific team requirements and expectations that will be discussed with the student-athletes.

## **CLASS DUES**

Each class incurs expenses during the course of its four years at Grafton High School. For this reason classes perform certain fundraising functions and collect class dues. Each class member is obligated to do



his or her fair share in the fundraising work and pay class dues as assessed. No junior or senior can attend the prom unless he or she has paid class dues to date when the prom is held. Dues are \$25.00 per year, for all four years (applies to new students, or anyone who has not paid their dues). This means that even if a student does not attend Grafton High School for all four years, they are still responsible for the full \$100, since all dues paid go towards senior events. The collection of \$25 per year is meant to make the cost more manageable and is not meant to imply that a student must only pay for the years they attend Grafton High School.

If a senior has not paid his or her dues in full and has not returned monies raised through school fundraising in full, the class will not subsidize any of that student's senior year expenses. In addition, those seniors in arrears will be barred from the prom, class trip, and class night; further, they must pay for their own graduation caps and gowns.

## **CO-CURRICULAR ACTIVITIES**

*Chemical Health Policy for Co-curricular participants:* Students participating in co-curricular activities, shall not, regardless of quantity, use or consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; e-cigarettes, vapor pens; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer." Students who violate this policy will be subject to temporary and possibly permanent removal from the co-curricular activity.

### **Clubs and activities include:**

Best Buddies---The mission of Best Buddies is to enhance the lives of individuals with intellectual disabilities by providing opportunities for one-to-one friendships and integrated activities. Best Buddies is structured around the academic year. One-to-one matches are made in the fall and both individuals in the "buddy pair" commit to the program for an academic year.

Bowling---This club participates in the Worcester Club Bowling Conference. The mission of the conference is to integrate bowling as a sanctioned interscholastic high school club activity. The club participates during the winter season running from the Monday following Thanksgiving through March. Conference matches take place Friday afternoons at Auburn AMF Bowling.

Destination ImagiNation—Destination Imagination offers student a unique opportunity to participate in challenging and motivating activities. Students learn to work with others as a team, and develop self-confidence by creating solutions, evaluating their ideas and making final decisions. Teams spend time from October/November until March creating a solution to a long-term problem; in March, the regional competition is held. Winning teams go on to compete at state and national levels.

Family & Community Leaders –FCL is open to all students who want to be involved in their school and community. The goals of this group are to help young people become leaders, support school activities, interact with the community, and learn life skills such as planning, goal setting, problem solving, decision making and interpersonal communications. Over the past few years the club has been involved in many rewarding activities: attending state and national meetings, sponsoring senior citizen dinner/show, and helping with service projects including Grafton Celebrates the Holidays, Homecoming face painting, Easter Egg Hunt and Easter Baskets, along with the annual Food Drive at Thanksgiving.

Film & Literature Club - Participants of this club read pre-selected books determined by club vote. Students meet after school on the second Thursday of the month to discuss the book and watch a corresponding film. Members of this club aim to think critically about literary works and draw similarities between the book and its movie adaptation.

Game Club---The Grafton High School game club is an opportunity for special education students to participate in a co-curricular activity with their peers. Student buddies are matched with special education students and meet for an hour after school. In these gatherings students play games and socialize.

Gay-Straight Alliance—The Grafton High School GSA brings together gay youth and straight allies to fight homophobia in school and in the community by raising awareness of different sexual and gender identities, linking homophobia with other oppressions, and advocating for equal treatment for youth of all sexual orientations, our GSA will create a school environment free of homophobic sexual, verbal and physical harassment. The GSA welcomes all lesbian, gay, bisexual, questioning and straight youth to come and talk about any issues concerning them. Members will meet new people, hang out, eat food, and have fun. The GSA hopes to create a safe place to offer support, resources, and opportunities for activism.

Humanities Collaborative-- The Humanities Scholars' Collaborative is a program designed to encourage students to be knowledgeable citizens and to accept responsibility in shaping the future of the United States. The collaborative includes students from 11 area schools who meet four times a year at local colleges including the College of the Holy Cross, Clark University, Assumption College and Worcester State College.

Students are invited to listen to college lectures and participate in a question and answer session with the professors. Students are also required to debate topics in small discussion groups with members from other schools. The collaborative concludes with students' presentations of their cumulative projects at presentation night.

Math Team—The Math Team is for students who have an interest in math, logic, independent learning, competition, and teamwork. “Re-established” in 2006, the team practices 2-3 times per month and competes in the Worcester County Math League. The math team is a fun and rewarding commitment and typically does not interfere with a student’s involvement in athletics or other co-curricular activities.

National Honor Society—The National Honor Society was established in 1921 to recognize and foster academic achievement, leadership, service and high standards of character. Members of the National Honor Society must maintain high grades in an academically rigorous schedule, provide leadership to the school and community, provide service to the school and community, complete an individual service project, participate in NHS activities, and be of high moral and ethical character.

Outdoor Club - The purpose of this club is to share our love of the outdoors through a variety of activities both on and off campus. Athletic ability not required, just a love of nature and making friends.

Peer Leaders—Peer Leaders is a group open to all students in grades 9-12 who are interested in educating their peers and younger students on the dangers of substance abuse, violence and related issues. Peer leaders also help with GHS sponsored activities such as the winter clothing drive, Toys for Tots, and other community-minded programs.

Senior Leaders—These senior leaders are involved in the planning and carrying of a variety of school wide events. Some events include: Freshmen Orientation, Open Houses, Building Tours, 8<sup>th</sup> Grade Parents Night.

Social Justice Coalition—The mission of the Social Justice Coalition is to facilitate conversations around social issues, educate and raise awareness about these issues, and promote and engage in action within our community that leads to a more inclusive environment.

Ski and Snowboard Club—The Ski and Snowboard Club is open to all students who attend Grafton High School. Students form the club, elect officers, and participate in supervised weekly ski excursions to Mt. Wachusett Ski area at a reduced rate. They ski on Thursday afternoons from 2:00 P.M. until 8:00 P.M., from January through the beginning of March. The ski area and the number of participants determine the cost of this program.

Students Against Destructive Decisions (SADD)—This organization educates and reinforces students on healthy decision-making. The issues vary from healthy relationships to substance abuse to road safety. The students work with the community, including the police and fire departments, as well as Together We Can to provide assemblies, speakers, and programs for the students at Grafton High School.

Student Government—Students have numerous opportunities to participate in student government through Student Council, Student Advisory Council, Class Officers, or School Council. See pages 34-35 for full descriptions of each.

Theater and Drama Club—Grafton High School produces two plays every year: a fall drama and a spring musical. Past productions have included Rent, Legally Blonde, Our Town, Grease, Beauty and the Beast, Oklahoma, You Can't Take it With You, Fiddler on the Roof, and Godspell. All students are welcome to audition for either or both of these productions—no prior experience in the theater is necessary. Students can also be involved by working on the production staff with lighting, sound, set, costumes, props, and in stage management. Notice of upcoming auditions will be announced in school.

Weight Training/Intramurals—The fitness center is open to all students for physical fitness or athletic training three times a week throughout the year. The schedule changes each season and the advisor should be contacted for updated schedules. In addition, the gym is open after school for intramural activities throughout the year.

World Language Club-- The World Languages Club provides opportunities for students to explore the world beyond the United States. Members study different countries to find out what makes each one unique, experiment with new and exciting foods, and use art as a tool to learn about cultures other than their own. You do NOT need to know a foreign language to join. You do NOT need to be taking a foreign language. All you need to have is an interest in foreign language and culture!

Yearbook—The GHS yearbook is a publication reflecting the entire school community. The yearbook contains a major section devoted to seniors, as well as sections on underclassmen, faculty, sports and other highlights of the school year. Underclassmen are encouraged to join the yearbook staff to prepare their class section of the book. Freshmen who work on the staff will acquire skills they can use during the next three years, to make their senior yearbook a success. The staff meets as needed throughout the year, but usually on a more frequent, weekly basis in the fall.

Interest in forming a new group: If students or faculty members are interested in starting a new co-curricular activity, they need to find an advisor and then submit a proposal to the administration.

Interscholastic varsity and junior varsity sports include:

Baseball – Basketball – Cheerleading – Cross Country – Field Hockey – Football – Golf – Ice Hockey – Indoor Track – Lacrosse- Soccer – Softball – Swimming--Tennis – Outdoor Track- Volleyball

## **DANCES**

Dances are recognized as a valuable addition to the cohesiveness of the school community. Dances may be scheduled at any time if an advisor fills out the appropriate forms and files them with the administration. Independent student groups may also sponsor dances by consulting with the administration. A dance must be chaperoned by a minimum of three faculty members and two police officers.

The following regulations apply:

- Dances may include Grafton High School students and their guests.
- Students must register guests with the sponsoring advisor at least a day in advance by submitting a guest form. Students and guests must also submit a breathalyzer form. Guests must enter the dance with Grafton High students and be properly registered; however, if a guest is arriving later, he/she must be properly registered in advance and have his/her arrival time noted.

- All school rules are in effect at dances. Grafton students are responsible for their actions and the actions of their guests. Non-compliance may result in disciplinary action and loss of dance privileges.
- Students must arrive at the dance before the cut-off time. No students will be allowed in after this time.
- Students will be required to sign in at each dance.
- No student may go to a vehicle during the dance without an approved escort. Any student or guest who leaves the dance area without permission will not be readmitted to the dance.
- Any student showing evidence of drug or alcohol use prior to or during the dance will be subject to the provisions of the school's drug and alcohol policy.

### **Grafton High Dance Guest**

**Grafton High Dance Guest Pass and Breathalyzer Testing Form** will be available to the GHS student host in the Main Office. Forms must be completed and signed by the necessary people and brought with the GHS student host at the time of the ticket sales. Guests must be **under** 21 years of age to attend.

### **Breathalyzer Testing Protocol**

**REF: JICH-R**

We understand the Grafton Public Schools is committed to promoting the safety and general welfare of our students. In furtherance of that commitment, the Grafton Public Schools administration may administer a breathalyzer test to students and registered guests, as a condition of admission or upon reasonable suspicion of alcohol use at school sponsored events which may include but are not limited to proms, dances, concerts, overnight activities, field trips athletic events, etc. Additionally, any student, regardless of age, who possess or uses drugs or alcohol at school, on school buses, or at a school-sponsored activity will be subject to disciplinary action.

### **FIELD TRIPS**

Field trips are recognized as a meaningful extension of classroom learning and are offered both as enrichment and as part of the curriculum. Students must have parental permission to go on a field trip and must file a permission form with the host teacher. All school rules of conduct apply during any field trip. Students are responsible for all work missed while on a field trip. It is advisable that students make arrangements with teachers of classes they will be missing prior to attending a field trip. Students will be given a field trip form to take to all of the teachers of the classes they will be missing. Students may be denied participation due to academic difficulty or for extenuating circumstances agreed upon prior to the trip. Students not attending the trip will be provided an alternative assignment for the class that is involved in the trip and are expected to attend all other classes that day. For any school trip that is contracted to an outside agency, parents/guardians are responsible to read and adhere to the rules and regulations of the agreement.

### **FUNDRAISING**

The goal of any fundraising on school grounds is to support class and club activities, not personal gain. Any student and/or group that wishes to participate in any fundraising activity must have the permission of administration. In addition, students and/or groups are prohibited from selling any items for personal profit on school grounds.

## MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION

Grafton High School adheres to all MIAA rules, including eligibility for athletics. The MIAA is committed to the protection of student-athletes throughout the Commonwealth and to fairness of competition among its member high schools. All students transferring into Grafton High School are ineligible for participation in athletics until the athletic director and guidance department verify academic and athletic eligibility. The violation of any eligibility rule may result in a forfeiture of a game won or the elimination of a player from participation for one year. The rules apply to all teams, varsity, junior varsity, grades 9-12, and to both girls' and boys' sports. A partial list of the MIAA eligibility rules are listed below. Students should consult the athletic director or the MIAA website, [www.miaa.net](http://www.miaa.net), for the complete list of MIAA eligibility rules. A student is not eligible if:

- The student was not a member of an MIAA member secondary school for a minimum of two months (exclusive of summer vacation) and has not been issued a report card preceding the contest, unless entering from a junior high or middle school at the start of the school year.
- The student transferred from any high school to the present high school without parental change of residence.
- The student transferred to his/her present high school after the start of the practice season.
- Since the student entered grade 9, twelve consecutive sports seasons have passed, whether or not he/she participated.
- The student's 19<sup>th</sup> birthday came before September 1 of the present school year.
- The student has graduated from any secondary school.
- The student was persuaded or influenced to transfer to his/her present high school by a coach, athletic director, principal or any other person connected with the school.

## NATIONAL HONOR SOCIETY

Students seeking National Honor Society will meet the following criteria:

1. Students are juniors and seniors who have been enrolled in Grafton High School for at least one semester.
2. Students maintain an academically rigorous schedule, including **2** AP and/or Honors classes beginning Freshman year.
3. Students maintain a GPA of 3.7 or better.
4. Students demonstrate commitment to character, service and leadership in the school and community.
5. Students will submit documentation of a minimum of 10 hours of service, while in high school, prior to seeking membership. Service may be performed in school, community, religious organization, scouting, and/or civic organization. Documentation requires a signature from a leader in that organization AND parent/guardian.
6. Students seeking membership will need to submit **2** recommendations of **character/leadership** reference: one from a former teacher and one from a service leader/coach.

Upon invitation based on minimum requirements, interested students will need to complete the data sheet to seek membership. The National Honor Society Faculty Council will select members after submission of the data sheets.

Members of the Grafton High School Chapter of National Honor Society are required to maintain high grades through a challenging schedule, and to exhibit the pillars of Scholarship, Leadership, Character, and Service.

Members are required:

1. To complete a minimum of **10** hours of documented service per quarter
2. To complete an Independent Service Project (ISP) each year
3. To attend monthly chapter meetings with only **2** excused absences
4. To attend/participate Induction Night (fall)
5. To attend/participate Senior Night (spring)

### **REFUNDS ON ACTIVITIES**

Students may purchase tickets to any school-sponsored event, field trip, athletic event, concert, play or dance/prom. However, if the student faces disciplinary action prior to an event that they have purchased tickets for in advance, he/she will not have his/her money refunded.

### **SCHOOL ASSEMBLIES**

The administration recognizes the benefit of assemblies and supports them within the school day. The nature of the assembly will be announced prior to the assembly program. All students are reminded that assembly presenters are guests of the school and are to be received with propriety and courtesy. Any talking is distracting to the speaker and interferes with the rights of others at the assembly. Students whose behavior is unacceptable will be removed and may be subject to further disciplinary action.

### **STUDENT GOVERNMENT**

The underlying assumption in granting governing responsibilities to students is that students will use their governing power and influence wisely and responsibly. The students should be responsive to the needs of the student body and provide feedback for their issues.

#### **Student Council**

Student Council shall function as the representative of the student body to the high school administration on all matters affecting the students of the school. Students involved in the Student Council represent the entire student body at regularly scheduled meetings. The purpose of the Student Council is to develop attitudes and beliefs in good leadership and citizenship, promote good relationships throughout the school, to develop and foster good student morale, to foster good student-teacher relationships, to assist in the schedule and coordination of student assemblies and activities, to coordinate the four individual classes and to promote the general welfare of the school.

#### **School Council**

In accordance with the Massachusetts General Laws 71 as amended by the Education Reform Act of 1993, the Grafton High School Council will meet monthly 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, in the review of the student handbook, and in the formulation of the school improvement plan.

The school council is composed of the school principal (who serves as co-chair), students, parents of students, one community member (non-parent) selected from interested citizens by the principal and faculty members. There shall be an equal number of school personnel and parents.

### **Class Officers**

Election of sophomore, junior and senior class officers will be held in early June. Incoming freshman elections will be held in the fall. The Student Council supervises all elections. Students wishing to run for office must have an official nomination form properly signed by members of his/her class and two faculty members (not the class advisor) and must return the form to the student government advisor.

Students elected as class officers must maintain their grades, passing a minimum of five courses. Any class officer who becomes academically ineligible will be put on probation for the next marking quarter and will sign a contract of understanding of the need to improve grades to meet eligibility requirements.

Elected students on probation who fail to improve academically will be replaced as class officers after a review by a board comprising three students in a class not involved, three faculty members, and an administrator.

As leaders of the class, class officers, under the supervision of the advisor, are responsible for organizing class events. Moreover, they are responsible for organizing a mandatory class community service project that will benefit the school.

### **STUDENT PUBLICATIONS**

**REF: JICE**

It is the policy of the Grafton School Committee to encourage and permit the most extensive freedom of expression on the part of its students as may contribute to the educational experiences of the students while safeguarding the reputation of the school district or any individual.

Each official student-run school publication shall have a faculty advisor who shall advise students as to the content of the publication and shall counsel said students as to the propriety of the inclusion of submitted material. The principal, while recognizing the importance of student opinion and expression, retains the right to review all material and exercise final editorial prerogative in accordance with the U.S. Supreme Court *Hazelwood School District v. Kuhlmeier*, 1988.

The sale and distribution or consumption of such student publications during school hours or on school property shall be permitted so long as, in the opinion of the principal, it in no way contributes to the disruption of the school.

*Adopted June 9, 2003. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed March 22, 2010.*

### **STUDENT RECOGNITION**

The STARS program is designed to recognize those student behaviors and achievements that lead to a positive work ethic and a dynamic school climate. The program has become a much-anticipated part of daily life for GHS Students. Students are recognized for contributing positively to the school or for achieving their personal best. Students are also nominated by the staff as STARS and these students are recognized in announcements, in the main lobby, and on the webpage.

**Athletic Awards** recognize the accomplishments of our student athletes. Certificates are presented for varsity sports; the Grafton "G" is issued for achieving distinction as first varsity award; the Certificate and Gold Bar as second varsity award; the Gold Star as third varsity award; and the Blanket as fourth varsity award. There are also Seven Letter and Outstanding Achievement Awards. Each year, highlights include student athletes recognized with the Indian of the Year, the Hassanamisco, and the Emmett Ludy trophies.

## **GENERAL INFORMATION**

### **AFTER SCHOOL**

Students who remain in the building (including the Commons) after school must be under the supervision of a teacher, staff member, advisor or coach. Students in any area of the building who are not supervised and causing disruption are subject to disciplinary action. Groups using the building or facilities must fill out a Use of Facilities form and have the approval of the superintendent in advance of the activity. These groups are restricted to the specific area or rooms requested.

### **AGE OF MAJORITY**

One of the laws passed by the Massachusetts Great and General Court was the legislation granting the right to vote and other “adult” privileges to persons reaching the age of eighteen. As long as an eighteen-year-old or older student resides with the parent or guardian, we will continue to expect the parent or guardian to discharge the responsibilities that parents and guardians of students under eighteen years must assume.

### **BUS TRANSPORTATION**

Buses are scheduled so that students will arrive at school on time and be picked up at the close of school. Although the school district offers transportation, this does not relieve parents of the responsibility of the supervision of their children until they board the bus in the morning and after they leave the bus at the end of the school day. Once a student boards the bus, and only at that time, does he/she become the responsibility of the school district. Such responsibility ends when the student is delivered to the bus stop at the close of the school day.

While riding the bus, students are to conduct themselves in a manner consistent with the code of conduct and adhere to all school rules. When a student does not conduct himself/herself properly on the bus or does not follow the directions of the driver, the student will be reported to the administration, which may take disciplinary action. Parents or guardians will be notified of misconduct.

The administration may deny to any student the opportunity to use school bus transportation for reasons of misconduct on the bus. In such cases the parents or guardians of the student involved become responsible for the transportation of the student to and from school. Possible use of visual surveillance operated by the Bus Company may be used while riding on school buses.

All transportation needed outside of the regular school day is the student’s responsibility. All co-curricular, extra help and detention transportation must be arranged by the student and will not be an excuse for missing an appointment. Students who wish to ride the bus must pay a \$200 fee.

### **COMMONS**

The Grafton High School Food Service offers a wide variety of food choices including a deli bar, hot lunch items, and salads. The menu is published monthly. The commons area is a pleasant place in which to eat where students are expected to practice the general rules of good manners and proper decorum. Students are responsible for emptying all debris into proper receptacles and leaving the table and surrounding area clean.

Students found in other areas of the building without an authorized pass during their scheduled lunch will be subject to disciplinary action. Students who by their behavior indicate that they cannot act in a



responsible manner in the Commons may lose the privilege of eating there and be subject to disciplinary action. Students who throw food or beverages or tamper with other students' food or beverages will be subject to suspension.

### **Lunch Charge Policy**

**Ref: EFDA**

The Grafton Public School District offers a nutritious school lunch to students at a minimal cost. In order to avoid adversely affecting the school lunch program financially, the School Committee establishes policy regarding the charging of school lunches. Negative student balances affect the ability of the lunch program to operate in a fiscally responsible manner.

- Parents/guardians may check lunch accounts and deposit lunch funds into the students' accounts by accessing the Nutrikids online system at <https://www.mynutrikids.com>. The District will provide an annual notice of how to access the Nutrikids program.
- The District discourages the charging of student lunches. Students that have charged meals shall not exceed \$15.00 in *unpaid charges*. If this amount is exceeded and not paid in a timely manner, then the student will be offered a reimbursable alternate lunch.

Notices of unpaid charge balances will be sent to the parents/guardians on a regular and consistent manner to avoid the lunch program carrying charge balances.

- If no response to unpaid lunch charges is received by the District from parents/guardians and several attempts are made to collect the balances, students may be denied report cards or access to extracurricular programs and/or events.
- All excessive balances may be subject to referral to a collection agency.
- Employees of the District will also be subject to a 15.00 maximum in unpaid charges. Charging privileges may be suspended until balances are paid.

Parents are encouraged to apply for *Free and Reduced Lunch* under the federal government guidelines. Applications are available at the schools and on the district website as well as from the business office.

If the District employs a Food Service Management Company, the company will work with the District to ensure that charge protocols are followed and that parents/guardians are notified of unpaid lunch charges in a timely manner.

*Adopted September 13, 2010. Reviewed September 12, 2011.*

### **ELEVATOR**

For those students unable to climb stairs, elevator service is provided. Students who need to use the elevator must obtain authorization from the administration prior to such use. The elevator is otherwise off limits to students.

### **FIRE DRILLS OR BUILDING EVACUATION**

The building must be vacated each time the fire alarm is sounded. Directions for exiting the building are posted in each classroom and are explained by the teacher of each class. The following rules must be observed: (1) Students must move quickly and quietly to a safe distance from the building; (2) Students must adhere to any directions given by the teacher; (3) No students or staff may reenter the building until

the all-clear signal is given; (4) Students will return directly to class after the drill is over unless otherwise directed.

### **FREE OR REDUCED LUNCH**

A free or reduced price meal application form is made available to each student on the opening day of school. The free or reduced price meals are based on Federal Standards, which are determined by the family size and maximum gross income of the family. These forms should be filled out and returned to the administrative office as soon as possible in order for the student to participate in the program at the earliest date.

### **GUIDANCE DEPARTMENT**

Guidance services combine the student support efforts of our guidance counselors. This student support team works together and collaborates with the school's faculty in guiding the academic and social development of each student. Our team approach is to view the whole student as both an evolving individual and as a learner and to help our students prepare themselves for life after high school.

- The counselors meet with students to help students plan appropriate course selections and post high school plans, and to use Guidance Department resources.
- Counselors help students examine the process of self-assessment and career exploration as it relates to high school and post-secondary planning.
- Counselors encourage students to utilize various personality inventories, publications and electronic resources to advance the process of self-assessment and to examine career options and schooling requirements.
- Students learn what is important in the employment and college application process and complete appropriate post secondary institution applications.
- Parents/guardians are also encouraged to consult with members of the guidance staff, teachers and administrators with respect to their child's program.

### **HEALTH SERVICES**

Students should consult the school nurse when they have any problems or questions pertaining to health. Medical treatment consists of first aid for injuries and care for students who become ill during school hours. A student who wishes to see the nurse during school time must secure a pass from the classroom teacher and report directly to the nurse's office. A student will not be dismissed from school until the school nurse has contacted a parent, guardian or responsible person listed on the emergency card. Any accident or injury that occurs on school property must be reported immediately to the school nurse. The nurse will then complete an accident report form.

#### **Medication**

#### **REF: JLCD excerpt**

Parents or guardians shall make every effort to schedule the administration of medication outside of school hours. School personnel will not provide students with any medication. Students who must take prescription medications during the school day must have a medication order from a physician, dentist, nurse practitioner or physician's assistant, along with written consent signed by the parent/guardian on file in the nurse's office. All medication must be properly labeled with the student's name, name of medication, dosage and time to be administered, kept in the original pharmacy container, and taken under the supervision of the school nurse. School personnel are not responsible for students who fail to report for medication.

Students may not bring medication to school without prior approval from the school nurse and parent/guardian. Students are never allowed to carry narcotics, psychotropic medications or ADD/ADHD

medications. Students must bring the medication in the labeled container directly to the nurse upon arrival to school in the morning. Students may carry their personal inhalers or Epipens only if approved by the school nurse and with a signed medication permission form from the physician with parent/guardian signature.

The school nurse may administer the following medications once during the school day to students whose parents have completed and signed the Permission form Over-the Counter Medications (OTC) form attached to the emergency card: Acetaminophen, Diphenhydramine, Ibuprofen, antibiotic ointment, antacid, cough drops.

### **Physicals and immunizations**

Physical examinations and screenings are given, as the law requires. Physicals are given at the school free of charge. Students will be appropriately notified when they are due for a physical or for screening. Those students who do not have an examination at school must have proper documentation from a physician that such an examination has taken place. Participation in competitive sports requires annual physical examinations. Information will be distributed to students regarding school immunization to meet state requirements. There are school exclusion regulations for those not properly immunized.

### **LIBRARY**

The library resources and services are consistent with the school's core values and expectations for student learning, directly support the curriculum, and also address academic, social, emotional, and physical needs of the individual students and school personnel. The school allocates resources for varied and diverse materials in the library collection to implement, enrich, and support instruction for the entire educational experience of the school community.

Electronic resources are available to all students and staff through the library webpage, with both in-school access and remote access from home. The electronic "card catalog" of GHS library materials can be found [here](#). Other online resources include numerous databases of American and International newspapers and periodicals; consumer, business and health issues; current and historical biography; literary analysis and criticism; science and technology; social studies; and citation formatting for research papers.

Students may visit the library throughout the school day and before and after school hours. All library materials must be signed out at the main circulation desk before they are taken from the media center and returned on or before the assigned due date. Students with overdue library materials may not check out additional material until overdue materials are returned.

### **LOCKER ROOMS**

The girls' and boys' locker room facilities are located adjacent to the gymnasium. During the school day students are allowed in locker rooms only during their scheduled physical education class period. Students are expected to lock up any valuable items. Locks are available from the wellness department teachers.

### **LOCKERS**

Lockers are provided to each student for security of personal belongings. The sharing of lockers and locker combinations with other students is not allowed. Each of the lockers will have a combination lock. Students should keep locker combinations private and make sure that locks are properly secured. Students are encouraged to keep their lockers neat and clean. Decorations are not to be affixed to the lockers.

Additionally, students should not bring valuables or large sums of money to school. The school is not responsible for lost or stolen articles. Lockers are the property of the school and are subject to administrative inspection at any time.

### **LOST AND FOUND**

The school will not assume responsibility for lost or stolen items under any circumstances. Lockers are provided as a convenience and are used at the student's own risk. However, lost or stolen items should be reported to the administrative office. Lost books, clothing and other articles found around the school building and grounds are brought to a "lost and found" area in the building. Students may check for lost items in this area; articles not claimed will be disposed of periodically.

### **NO-SCHOOL ANNOUNCEMENTS, DELAYED OPENING, OR UNEXPECTED EMERGENCIES**

Whenever it is necessary to cancel or delay school because of inclement weather or other unexpected emergencies, no-school announcements will be reported on radio stations WBZ (1030 AM), WRKO (680 AM), WTAG (580 AM), WSRS (96.1 FM), and WXLO (104.5 FM). Normally, an announcement is made from 5:45 a.m. to 7:45 a.m. on the day of the cancellation or delayed opening. Every effort is also made to include the no-school announcement on television channels 4 (WBZ), 5 (WCVB), 6 (FOX25), and 7 (WHDH). In addition, an automated phone call and text from the superintendent will go to each household with information about no-school, delayed openings, street closings, or any other major announcements. Information can also be accessed on the website [www.graftonps.org](http://www.graftonps.org).

In cases of inclement weather and school is in session, parents are advised to consider providing alternate means of transportation such as school buses or driving your child/children yourself, instead of having students drive or walk themselves.

### **SCHOOL INSURANCE**

There are two optional accident insurance plans offered to students. One is school-hour coverage; the other is twenty-four hour coverage. Each of these two options is at the expense of the student and available at the School Department. All athletic injuries are covered by a supplementary "all sports" policy purchased by the school department.

### **SCHOOL STORE**

The school store, called *The Gazebo*, is an educational tool that will provide students with hands-on learning in running a retail business. The purpose of the store is to provide a convenient place for students to purchase merchandise that contributes to the GHS educational program and co-curricular activities, to provide real world business experience to the students and to promote school spirit.

### **VIDEO/PHOTOGRAPHY**

Occasionally classroom activities and special events involve video recording of students; if there is any objection to the videotaping on an individual basis, parents are urged to contact the school administration.

### **VIDEO SURVEILLANCE**

Video cameras are present throughout the building for security purposes.

## **VISITORS**

To ensure the safety of all persons in the school and maintain proper order, all visitors must sign in at the administrative office upon arrival with their driver's license, receive a visitor's pass, and sign out when departing. Visitors without scheduled appointments may not be admitted to the school. Permission to bring a guest must be obtained from the administration and classroom teachers prior to the day of the visit. Students wishing to have another student shadow them need to pick up a permission form in the main office and schedule the date through a guidance counselor.

## **VOTER REGISTRATION AND SELECTIVE SERVICE**

Voter registration forms and selective service registration materials for eligible students are available in the guidance office.

## **WORK PERMITS**

Students may obtain work permits by giving the required information to the Superintendent's office. Forms can be found online. All students under 18 years of age must have a work permit as a requirement for employment. Students will need to provide the name, address and telephone number of the company where they intend to work and the job they are to perform.

## ***DISTRICT POLICIES/ FEDERAL AND STATE LAWS***

Review of School Committee Policy is on-going throughout each school-year. It is the responsibility of each individual to monitor the Grafton Public School website for the most current policy and handbook changes.

### **Acceptable Use of Technology Policy and Guidelines – IJNDB**

#### **1. Introduction**

This document formalizes the policy for users of Grafton Public Schools technology hardware, software and network. Staff, students, teachers, administrators, employees, parents and guests will be considered users of technology. All users are covered by this policy and are expected to be familiar with its provisions.

#### **Purpose**

Grafton Public Schools encourages the use of technology to assist staff and students with academic success, preparation for the workplace and lifelong learning, and will supply access to a wide range of information and technology uses to support learning and communicating with others. The use of technology will be used to increase communication, enhance productivity and assist staff and students in improving existing skills and acquiring new ones.

#### **2. User Responsibilities**

It is the responsibility of any person using Grafton Public Schools technology hardware, software and network resources to read, understand, and follow these guidelines. Use of Grafton Public Schools resources shall constitute acceptance of the terms of these guidelines for the duration of use.

It is the responsibility of staff who are using Grafton Public Schools technology tools to abide by this policy and when working with students to teach students about safe and responsible use of the Internet and technology resources. Educators and employees are responsible for monitoring students' use of these resources, and to intervene if students are using them inappropriately.

### **3. Acceptable Uses**

Technology resources available to Grafton Public School users are for educational purposes. Technology includes all electronic and physical media, including, but not limited to, the following: computers and peripherals (such as calculators, personal and networked computers, printers, scanners, large-screen viewers or projection devices, and science probes); software; telecommunications media (Internet, satellite, email, cable, distance learning, cell phone, and fax); Web 2.0 and social networking resources; blogs; audio-visual aides; and adaptive and assistive technologies.

Users are digital citizens and use information and technology in safe, legal and responsible ways. Digital citizens follow these guidelines:

#### **3.A. Digital Citizenship-Respect**

- Respect yourself by selecting and posting appropriate names, images and information online. Keep personal details, personal schedules and contact information private.
- Respect others: Do not bully, stalk or harass anyone. Report abuse and inappropriate use of technology. Do not share personal account information with anyone, use an account of someone else, or leave your account open and unattended. Do not edit or delete files belonging to others.
- Respect intellectual property by citing all sources including websites, books and media; and requesting permission to use software and media produced by others, including graphics and music.

#### **3.B. Digital Citizenship-Responsibility**

Users are expected to be respectful and ethical. Each user represents Grafton Public Schools and will communicate with language and gestures that are appropriate and not profane, racist, sexist or discriminatory.

#### **Password Protection**

- Internet passwords are provided for each user's personal use only and are, therefore, confidential.
- Users should not share passwords, steal or use another person's password. If it is suspected that someone has discovered a password, the user should change it immediately and notify a teacher or administrator who in turn will notify the network administrator.
- As passwords are easily hacked, when establishing a password one should keep in mind that strong passwords consist of a combination of upper and lowercase letters, numbers and symbols.
- Each user will be required to use and maintain passwords created according to software requirements. Users will be required to change the network login password at least twice a year.

#### **Privacy**

- Grafton Public Schools technology resources are the property of Grafton Public Schools and are to be used in conformance with these guidelines. Network and Internet access is provided as a tool for educational purposes only.
- All digital content is the property of Grafton Public Schools and no user shall have any expectation of privacy regarding such content. Users are advised that emails and messages in discussion forums, including deleted messages, are regularly archived and can be retrieved.
- Grafton Public Schools has the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access including transmitted and received information.

#### **Online Etiquette**

- All guidelines for accepted behaviors outlined in the school and faculty handbook apply to the extended use of technology.
- Users will use appropriate language and graphics.
- Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable.

#### **Blogging/Podcasting**

- The use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools. All guidelines for accepted behaviors apply whether at home or in school.

#### **Plagiarism/Copyright/Licensing**

- Plagiarism is the unauthorized use of the language and thoughts of another author and the representation of them as one's own original work. This includes copying of papers, paragraphs, electronic resources, ideas, words and sentences, the work of another peer, as well as utilizing paper-writing services and calling the work their own. Paraphrasing without acknowledging the original source falls into the same category.
- Plagiarism of Internet resources (including all forms of media on the Internet, such as graphics, movies, music, and text) will be treated in the same manner as any other incidences of plagiarism, as stated in the school handbook.
- All users must adhere to the copyright laws of the United States (P.L. 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. Copying or downloading copyrighted materials without the owner's permission is a violation of this agreement.

#### **Proxies**

- The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement. In compliance with the The Children's Internet Protection Act (CIPA), users may not try to circumvent the Internet filter to view blocked sites or attempt to hack or jailbreak the iPad, computer or other technology.

#### **Malicious Use/Vandalism**

- Any malicious use, disruption or harm to the school's or district's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses is a violation of this agreement.

#### **Care of Equipment**

- Users are responsible for the care of any physical technology equipment, including but not limited to iPads, cables, servers, computers and printers. Broken or damaged equipment should be reported to the office immediately.
- Technology equipment should never be left unattended or in an unlocked locker.
- Users should not loan technology equipment signed out to them to another student, friend or family member.

#### **Photos and Video**

- Use of a camera to record or distribute photos or video requires prior authorization from the people involved. Images of confidential materials such as tests and illicit photographs or films are prohibited.

#### **Access to Information**

- Users have the right to information as guaranteed by the First Amendment of the US Constitution; however, the school district and its representatives have the right to restrict access to or use of any information that does not apply to the approved curriculum or professional activities.

### **3.C. Digital Citizenship--Integrity**

- Access to the Internet, other electronic resources and the hardware is a privilege, not a right, and carries with it responsibilities for safe and respectful use.
- Use of technology for communications and solicitations must follow the guidelines set forth by the Grafton Public Schools Communications and Solicitations Policy (File: KHA).
- Using district-owned technology equipment outside of the school day constitutes an extension of the school day, similar to a field trip or sporting event. Users are expected to adhere to rules outlined in the school and faculty handbook and district policies.
- Because information technology is constantly changing, not all situations can be anticipated or addressed in a policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

### **4. Website**

The objective of the Grafton Public Schools website is to increase visibility and communication, to promote understanding, and to foster support for teaching and learning. Administrators, teachers and staff are expected to maintain a current webpage on district and school websites. Posts to the website must adhere to the acceptable use guidelines.

### **5. Financial Responsibility**

Since users are held responsible for the care of district property, Grafton Public Schools strongly recommends that staff, students and parents discuss financial implications that may result from careless or willful destruction of school property.

Users are responsible for damages and lost or stolen property subject to the following conditions:

- **Damage** – The user will be responsible for any charges associated with the repair/replacement of a damaged mobile device. When an extended warranty is in effect the user will cover the deductible or associated cost of the repair/replacement.
- **Lost/Stolen** – The user will be responsible for the replacement of a device that is lost or stolen. In some cases a claim may be possible under the user's homeowners policy.

The above provisions will be adjusted for students receiving free/reduced lunch. The Administration will review appeals to the above provisions.

### **Optional Insurance**

- The District will annually offer optional insurance coverage for mobile devices. Staff and students/parent/guardians will receive annual notification of the optional insurance. The optional insurance coverage will include but not be limited to (subject to the policy coverage provisions) accidental damage (drops and spills), theft, vandalism, and fire/flood and natural disasters.

### **6. Return of Devices**

Users are responsible for the prompt return of a device in accordance with the following:

- *Routine maintenance* - Devices may be collected for routine maintenance. Devices may be collected at the conclusion of each school year and re-issued in August.
- *Leaving School* - Students who transfer, withdraw or are excluded or expelled must return the mobile device. Staff must return the equipment on the date of employment termination.
- *Policy Violation/Investigation* – A user who is in violation of this policy or other district policies regarding the use of technology may be directed to return the mobile device.

### **7. Violations**



Violation of this policy may result in immediate loss of use of the technology and/or disciplinary action up to and including legal action.

## **8. Disclaimers**

Grafton Public Schools make no warranties of any kind, either expressed or implied, for its technology services and resources. Grafton Public Schools is not responsible for any damages incurred using technology resources.

Adopted March 2010

Revised June 2012

Legal Refs: 47 USC § 254

(adopted from Massachusetts DESE and MassONE policies)

## **ADMISSION OF NON-RESIDENT STUDENTS**

**REF: JFAB**

A non-resident student shall be defined as a student living with his/her parents/guardian outside the school district but attending Grafton Schools or a student who is residing with a Grafton resident separate from his/her parents/guardians.

A non-resident student may be accepted under the following circumstances:

1. To provide temporarily for the continuous progress of children whose families move from the town and have not yet enrolled in their new school. The family is to request/receive approval of the Superintendent of Schools or School Committee prior to the family moving from the Town of Grafton.

The Superintendent may approve such a request if the student's continued enrollment in the Grafton Public Schools is no longer than three months. If the student's enrollment in the Grafton Public Schools as a non-resident student is greater than three months, School Committee approval is required.

2. To assist residents who have undertaken the custodial care of children from outside the town due to a child's need for such care because of special family circumstances. Written documentation verifying such arrangements must be submitted to the Superintendent prior to enrollment.
3. To accommodate incoming families who have signed purchase or rental/lease agreements that call for future occupancy.

Upon presentation of a signed lease or Purchase and Sale Agreement, non-resident students whose parents plan to move to Grafton within three (3) months of the enrollment day may be permitted to enroll in the school system with the approval of the Superintendent. If the delay is to be greater than three (3) months, School Committee approval is required.

*Adopted June 9, 2003. Revised February 28, 2005. Revised September 11, 2006. Revised February 25, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **ATTENDANCE K-12**

**REF: JE**

The Grafton School Committee, realizing the importance of regular attendance as a factor in successful academic achievement, does endorse that the only acceptable reasons for being absent from school are those caused by:

- personal illness
- death in the family/family emergency
- documented medical, dental, legal appointments (including court appearances)
- religious observances
- school-sponsored trips or representing Grafton schools at a school activity
- college interviews/visitations (per the High School handbook)
- extenuating circumstances with the approval of administration

Under the discretion of the principal, students absent for any of the above reasons may be provided the opportunity to make up missed work.

Parents are requested to notify the school the morning of the absence. In addition, the school requires a note, signed by the parent/guardian, to be sent with the student on the day of return stating the date and reason for the absence. Absence notes are kept on file.

This policy represents the minimal attendance policy of the Grafton Public Schools. Each level of school (elementary, middle and high school) may have more stringent attendance policies per parent/student handbook guidelines.

*Adopted June 9, 2003. Revised September 11, 2006. Revised November 13, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010. Reviewed March 22, 2010. Reviewed April 22, 2013*

## **BULLYING**

**REF: JICD**

The Grafton Public Schools are committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated by the Grafton Public Schools.

Bullying shall be 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 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 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 victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Each student of the Grafton Public Schools is personally responsible for ensuring that his/her conduct is not intimidating to any other student. .

### I. Bullying Prohibited

It is a violation of this policy for anyone, including another student, to bully or intimidate a student through conduct or communication as defined by this policy.

### II. Definition of Bullying

#### Bullying

The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

#### Cyberbullying

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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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 (i) to (v), 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 (i) to (v), inclusive, of the definition of bullying.

### III. Bullying and Retaliation Prohibited

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.

### IV. Plan/Guidelines

In accordance with MGL Chapter 92 the district will develop and implement a Bullying Prevention and Intervention Plan approved by the Department of Elementary and Secondary Education. The plan shall include:

- Descriptions of and statements prohibiting bullying, cyber bullying and retaliation
- Procedures for students, staff, parents, guardians and others to report bullying
- Procedures for promptly responding to and investigating reports of bullying or retaliation

- A range of disciplinary actions that may be taken against the perpetrator for bullying or retaliation including a provision that a student who knowingly makes a false accusation of bullying or retaliation will be disciplined
- Procedures for restoring a sense of safety for a victim
- Strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation
- Procedures consistent with state and federal law for promptly notifying the parents/guardians of a perpetrator or victim
- Procedures for prompt notification by the principal or designee to law enforcement when criminal charges may be pursued against the perpetrator
- Strategies for providing counseling or referral to appropriate services
- Provision for ongoing professional development to build skills of staff members including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.
- Provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan

LEG REF.: MGL Chapter 92

*Adopted June 9, 2003. Reviewed June 2, 2008. Reviewed January 12, 2009. Reviewed March 22, 2010. Revised September 13, 2010.*

## **BUS FEES**

**REF: EEAD**

The Grafton School Department will charge bus fees as follows:

1. An annual bus fee of \$200.00 per student in grades seven through twelve will be charged. There will be a family yearly cap of \$400.00 (including any applicable parking fees at the High School).
2. Students receiving a free/reduced lunch may qualify for a bus/parking fee adjustment.
3. Students in grades six through twelve who wish to access bus transportation are required to complete a bus application once per year.
4. The application and fee must be returned by July 10. Please note, sixth grade students will not be charged a fee but must have a bus pass to ride the bus.
5. Applications received after July 10 will be charged a \$25.00 late fee and ridership will be subject to availability. Applications are to be made to the Superintendent's office.
6. Refunds will only be given if you un-enroll prior to the start of the school year.
7. Students in grades six through twelve will be required to display their bus pass to the bus driver on a daily basis.
8. All students are required to follow the rules and regulations outlined in the school's student/parent handbook. Disciplinary consequences may include suspending access to school bus transportation. Should such disciplinary action be necessary, bus transportation fees will not be refunded

*Reviewed May 20, 2008. Reviewed July 14, 2008. Reviewed July 23, 2012.*

## **Code of Behavior on School Bus – EEAECE-R**

**Boarding the Bus**

Students must be at the bus stop prior to the arrival of the bus.

As the bus approaches, students are to line up a reasonable distance off the roadway and are not to approach the bus until it has stopped and the driver has opened the door. Students should cross in front of the bus at a distance of at least 12 feet. Students must not push.

Students are to enter quickly and be seated at once.

Students are to listen carefully and follow any directions given by the driver.

**Riding the Bus**

Consuming food or beverages on school buses is not permitted

Smoking on buses is forbidden.

Do not extend arms or other parts of the body out the windows.

Do not change seats while bus is in motion.

Do not shout or cause excessive noise that may distract the driver and lead to an accident.

Keep the bus clean and sanitary.

Be courteous to others.

Listen carefully and obey directions given by the driver

Nothing may be thrown within the bus or out the windows.

Students must remain on the bus until their bus stop or school is reached.

No person will be allowed to interfere with the vision or attention of the driver or with the operation of the bus.

Fighting, teasing, pushing, verbal abuse or damaging property are forbidden.

**Leaving the Bus**

1. Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.

2. Obey the directions given by the driver.

3. Leave the bus quickly, in a courteous manner, and refrain from pushing others.

4. If you must cross a street after leaving the bus, be sure to walk in front of the bus (NEVER IN BACK) at a distance of at least twelve feet from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident may result.

**General Bus Conduct**

Students transported in a school bus are under the supervision of the bus driver and are directly responsible to the driver. All students must behave appropriately as passengers of the school bus.

Incidents of misbehavior will be reported to the Principal for investigation and possible disciplinary action.

In cases of serious or repeated misconduct, the Principal may suspend a student's ability to ride on the school buses for a definite length of time determined by the Principal. In cases of suspension of riding privileges, written notification of the reason(s) for the suspension, and the beginning and ending dates of the suspension will be sent to the student's parents. Parents will be encouraged to meet with the Principal in a guidance conference to discuss the problem and plan for the prevention of future misconduct at the end of the suspension period. During the suspension period, the student must be in regular and punctual attendance at school, and parents assume responsibility for transportation to and from school. (M.G.L. Chap.76, Sections 1 and 2)

Malicious damage to buses is forbidden and such incidents are reported to the Grafton Police Department for action in addition to disciplinary action taken by the Principal. Students responsible for damage to a school bus as a result of carelessness or misbehavior will be required to make restitution for the cost of damages.

Adopted September 9, 2002

Reviewed July 14, 2008

Reviewed July 23, 2012

## **CHEMICAL HEALTH POLICY**

In accordance with **Massachusetts General Laws 71** as amended by the Education Reform Act of 1993, during the school year, a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol, any tobacco product, or any controlled substance.

### **Tobacco use by Students**

**REF: JICG**

In accordance with Massachusetts General Laws, Chapter 71, Section 2A, "An Act Prohibiting the Use of Tobacco in the Public Schools," making it unlawful for students to smoke or use tobacco products in public schools or on school grounds, the Grafton School Committee strictly prohibits smoking or the use of tobacco products such as chewing tobacco and snuff by students in school buildings or other school property, including school buses, at any events or activities under school supervision. The "No Smoking" rule applies to cigarettes, cigars, chewing tobacco, snuff, and/or any other smokeless tobacco products.

Possession and/or lighting of any incendiary device, which includes, but is not limited to firecrackers, smoke bombs or matches and lighters in and around the school building and grounds or buses, is prohibited.

Use or possession of tobacco products and/or incendiary devices may result in disciplinary action by school officials, including possible suspension, exclusion or expulsion

*Adopted June 9, 2003. Reviewed January 22, 2008. Reviewed January 12, 2009. Revised April 10, 2010.*

### **Alcohol/Drug Possession or Use by Students**

**REF: JICH**

The School Committee prohibits the possession of, use of, distribution of, serving of, or consumption of any alcoholic beverage or drugs on school property or at any school function.

Additionally, any student, regardless of age, who possesses or uses drugs or alcohol at school, on school buses, or at a school-sponsored activity will be subject to disciplinary action.

*Adopted June 9, 2003. Revised September 11, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

Students who acknowledge they may have an alcohol or substance abuse problem will be referred to the appropriate guidance counselor. The guidance counselor will be able to assist the student in discussing the problem and determining the proper course of action. A list of referral agencies is made available to the student

### **Teaching About Alcohol, Tobacco, and Drugs**

**REF: IHAMB-A**

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention 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 non-use 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 the children and youth on healthy decision making:

To prevent, delay, and /or reduce alcohol, tobacco, and drug use among children and youth.

To increase student's understanding of the legal, social and health consequences of alcohol, tobacco, and drug use.

To teach student's 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.

*Adopted January 24, 2017*

## **DISCIPLINE OF SPECIAL NEEDS STUDENTS**

**REF: JK-R1 (Excerpt)**

All students are expected to meet the requirements for behavior as set forth in the student handbooks. Chapter 71B of the Massachusetts General Laws and its implementing regulations require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students:

§ A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

§ When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."

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

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

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

- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or

- on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

§ Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

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

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

The following procedures apply to students currently receiving services under section 504:

§ If a student is suspended for longer than 10 consecutive days or has a series of suspensions that are shorter than 10 consecutive days but constitute a pattern a team meeting is held.

§ District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student’s file, including the 504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the 504 plan. This process is referred to as a manifestation determination.

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

§ If district personnel, the parent and other members of the Team determine the behavior IS a manifestation of the student’s disability, the team will review the 504 plan to make any appropriate changes to support the student’s educational access and implement the revised plan.

The following procedures apply to students referred but not yet found eligible for special education:

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

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

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



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

*Adopted June 9, 2003. Revised September 11, 2006. Revised June 25, 2007. Reviewed January 22, 2008. Revised July 20, 2009. Revised November 23, 2009. Reviewed February 8, 2010.*

## EXPULSION

In accordance with the Massachusetts General Law, Chapter 71 Section 37H as amended by the Education Reform Act of 1993, students may be expelled for the following reasons:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or a knife; or a controlled substance as defined in Chapter 94C, including but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other 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.

The parent of a student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, a Principal may, at his/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2).

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/her 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.

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 said student does apply for admission to another school or School District, the Superintendent of the School District to which the application is made may request and shall receive from the Superintendent of the school district expelling said student a written statement of the reasons for said expulsion.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incident involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

In accordance with the **Massachusetts General Law, Chapter 71 Section 37H1/2** as amended by the Education Reform Act of 1993, students may be expelled for the following reasons:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal or Headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal or Headmaster if said Principal or headmaster determines that the student's

continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of 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/her 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/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or Headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or Regional School District with regard to the suspension.

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

The student shall receive written notification of the charges and reasons for such expulsion prior to 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 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 expulsion.

Upon expulsion of such student, no school or School District shall be required to provide educational services to such student.

*Adopted June 9, 2003. Revised September 11, 2006. Revised June 25, 2007. Reviewed January 22, 2008. Revised November 23, 2009.*

## **HARASSMENT POLICY**

**REF: GBAA**

### Introduction

It is the goal of the Grafton School District to provide equal employment opportunity for all employees, to prevent any unlawful discrimination or harassment, including sexual harassment, of any individual working at or attending our schools, and to provide a mechanism by which individuals can bring any concerns about discrimination or harassment to the District's attention.

This policy is in effect while students/employees are on school grounds or property within the jurisdiction of the School District such as on school buses, or attending or engaging in school-related activities.

We expect all individuals to treat each other with dignity and respect. We are committed to maintaining a safe and secure environment in which staff and students are all treated with respect. The Grafton School District will not condone or tolerate any harassment, discrimination, or different treatment, of or among staff or students based upon characteristics that include but are not limited to:

- Age (as defined by law)
- Disability
- Sex (including sexual orientation as defined by law)
- Race
- National Origin
- Creed
- Color
- Religion
- Veteran Status
- Genetic information

Not only does the Grafton School District prohibit discriminatory treatment of its staff and students by supervisors and administrators, we also will not tolerate discriminatory treatment among staff or among students, including harassment.

Each student and employee of the Grafton Public Schools is personally responsible for ensuring that his/her conduct does not harass any other employee or student in schools. Each employee/student, including the Superintendent of Schools and Principals, is responsible for cooperating in any investigation of alleged harassment if requested to do so by the person conducting the investigation. Any individual who prevents or attempts to prevent an individual from making a complaint of harassment, or fails to cooperate with or interferes in any way with the investigation of such a complaint, will be subject to disciplinary action.

#### Harassment and Retaliation

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

Harassment includes verbal or physical conduct, which may or does offend, denigrate, or belittle any individual because of, or due to, any of the characteristics listed above. Such conduct includes pictures, jokes, comments, innuendoes, graffiti, or any other behavior, which creates an environment that is offensive and impairs the ability of the employees to work and students to learn.

The School District recognizes that employees and students have legal rights under Massachusetts and federal anti-discrimination laws that are not superseded by this policy.

The student and the employee retain all state and federal protection throughout a harassment investigation and both can seek the remedies afforded them by state and federal law at any time. The School District will

respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, but the need for confidentiality must be balanced with the need to investigate allegations of harassment thoroughly and to take disciplinary action when prohibited conduct has occurred.

### Definitions

While all types of harassment are prohibited, sexual harassment requires particular attention.

*Massachusetts General Laws, Chapter 151B, Section 1 (18):*

The term “sexual harassment” shall mean sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when; (a) submission to or rejection of such advance, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating or sexually offensive environment. Discrimination on the basis of sex shall include, but not be limited to sexual harassment.

*Massachusetts General Laws, Chapter 151C, Section 1(e):*

Sexual harassment means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when; (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive education environment.

*Title VII of the 1964 Civil Rights Act:*

Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitute sexual harassment when; (1) submission to such conduct is made a term or condition of employment, (2) submission or rejection of such conduct is used as a basis for employment decisions, or (3) such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working environment.

Examples of Sexual Harassment:

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse;
2. Subtle unwelcome pressure for sexual activity;
3. Inappropriate patting or pinching;
4. Intentional unwelcome brushing against an employee’s (co-workers) or student’s body;
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual’s employment or educational status;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual’s employment or educational status;
7. Any sexually motivated unwelcome touching;
8. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life;
9. Comments about an individual’s body;
10. Comments about an individual’s sexual activity, deficiencies, or prowess;
11. Displaying sexually suggestive objects, pictures, cartoons;

12. Unwelcome leering, whistling, sexual gestures, suggestive or insulting comments;
13. Inquiries into one's sexual experiences;
14. Discussion of one's sexual activities.

#### Investigation

The Harassment Investigator is the person appointed by the School Committee to investigate charges of harassment. The Harassment Investigator shall be a person both employees and students feel comfortable approaching with such a charge. The Grafton Public School District's Harassment Investigator is:

Tracey Calo  
30 Providence Road  
Grafton, MA 01519  
508-839-5421

The Superintendent will be authorized to appoint a temporary substitute Harassment Investigator, if necessary.

#### *Complainant and Respondent:*

Complainant is the person bringing forth the charge of harassment.

Respondent is the person charged with harassment.

#### *Reasonable Man/Reasonable Woman Standard:*

The Harassment Investigator shall employ either a reasonable man or a reasonable woman standard, depending upon the sex of the complainant, when investigating a charge of harassment. That is, would a reasonable man or a reasonable woman perceive the conduct of the respondent as harassment.

#### *Reprisal:*

A reprisal is an action that is retaliatory in nature. Any other form of harassment shall be considered a reprisal. For example, respondent is a supervisor/teacher and gives complainant an undeserved negative evaluation/grade because complainant brought the claim of harassment against the respondent.

#### *Employee(s):*

Employee(s) shall be read to mean: administrators, teachers, clerical staff, cafeteria workers, educational assistants, custodial staff, and anyone else employed by, or a volunteer of, the School District.

#### *Persons who need to know:*

Persons who need to know shall include, at the appropriate time(s), the respondent, any witnesses, the Harassment Investigator, the representatives present in the investigation interviews, the

complainant's parent(s) if complainant is a student, the Superintendent, and the School Committee.

Harassment may encompass an accumulation of incidents, and not just one incident, i.e., a remark/joke, etc. that may seem innocuous when said the first time but continues after complainant states that he/she is offended by that type of remark/joke, etc. The following procedure section refers to an "incident" of harassment but also means the accumulation of "incidents" to the point of harassment.

*Procedure:*

*When the complainant is a student:*

If a student confides in an employee that the student, or another student, has been treated inappropriately by either another student or an employee of the school department, the employee shall **immediately** bring the matter to the attention of the building Principal. The principal will provide the student and his/her parents/guardians with a copy of policy GBAA. A written complaint must be filed with the Harassment Investigator within five (5) days of the incident.

The Harassment Investigator shall:

1. Notify the student and his/her parent(s)/guardian(s) that the student's claim of harassment has been referred to the Harassment Investigator for an investigation;
2. Notify the proper authorities if the situation warrants such obligation;
3. Notify the respondent of the charge against him/her. If the respondent is an employee, inform him/her that he/she may have a representative present when interviewed by the Harassment Investigator. If the respondent is a student, the parents/guardian are notified;
4. Interview the complainant with parent(s)/guardian(s);
5. Interview the respondent with union representation or parent/guardian, if requested;
6. Interview the employee who notified the Investigator of the claim of harassment;
7. Interview any witnesses to the harassment; and,
8. Submit a written determination to the Superintendent within 5 (five) days of the final interview. The report should include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact;
9. Re-interview the complainant and the respondent, under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. Or, the Harassment Investigator may permit the complainant and the respondent the equal opportunity to submit written reports with any additional information.

The Harassment Investigator shall document the statements of the complainant, the respondent, and the witnesses, as to (a) the date(s) of the alleged incident(s); (b) the dates of the meetings with the interested parties; and (c) the persons present at the meetings.

The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant shall/will not be tolerated.

The complainant and the respondent shall both verify the Harassment Investigator's documentation of their individual statements as to the incident(s) of harassment, by signing the Harassment Investigator's notes of the meeting(s), and making any corrections to their own statements if necessary.

Upon conclusion of the investigation:

1. The Harassment Investigator shall file a written report within five (5) days, which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact.
2. The Superintendent shall determine what action shall be taken within five (5) days, if any.
  - If the charge is substantiated, the action to be taken shall consist of, but not be limited to, one of the following:
    - a. Warning
    - b. Suspension
    - c. Dismissal, following all due process procedures
    - d. Expulsion
  - The action of the Superintendent shall be taken as soon as possible following the submission of the Harassment Investigator's report.
  - The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.
  - The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the appeal. The Superintendent shall review the information and reconsider his/her decision and or findings.

If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

IF HARASSMENT IS DETERMINED TO BE OF THE LEVEL OF "ASSAULT OF A MINOR", THE PROPER AUTHORITIES SHALL BE NOTIFIED AT ANY POINT IN TIME DURING THE INVESTIGATION. THE SCHOOL COMMITTEE'S INVESTIGATION, THROUGH ITS HARASSMENT INVESTIGATOR, SHALL BE SEPARATE; BUT THE SCHOOL COMMITTEE WILL COOPERATE WITH THE AUTHORITIES.

*When the complainant is an employee and the respondent is an employee or volunteer:*

If an employee believes that he/she has been harassed, he/she shall report the incident immediately in writing to the Harassment Investigator, or a person to whom the complainant feels comfortable reporting such a matter (e.g., union representative, supervisor, etc.). If the harassment is not reported to the Harassment Investigator initially, the person to whom it was reported shall notify the Harassment Investigator immediately upon learning about the harassment.

After the report of harassment, the Harassment Investigator shall immediately begin the investigation. The Harassment Investigator shall:

1. Interview both the complainant and the respondent, individually and privately, unless the presence of a union representative or other legal representative is requested;
2. Document the statements of both the complainant and the respondent by noting (a) the dates of the alleged incident(s), (b) the dates of the meetings with the complainant and the respondent, (c) the persons present at the meetings, and (d) the names of persons given as witnesses;
3. Interview any witnesses named by either the complainant or the respondent, individually and privately, unless the presence of a union representative or other legal representative is requested;
4. Document the statements of the witnesses, who will sign off as to the validity of the statements; and,
5. Re-interview the complainant and the respondent, under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. Or, the Harassment Investigator may permit the complainant and the respondent equal opportunity to submit written reports with any additional information.

The complainant and the respondent shall both verify the Harassment Investigator's documentation of their individual statements as to the incident(s) of harassment by signing the Harassment Investigator's notes of the meeting(s) and making any corrections to their own statements, if necessary.

The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant will not be tolerated.

Upon conclusion of the investigation:

1. The Harassment Investigator shall file a written report within five (5) days, which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact.
2. The Superintendent, upon receipt of report, shall determine what action shall be taken within five (5) days.
  - If the charge is substantiated, the action to be taken shall consist of, but not be limited to, one of the following.
    - Warning
    - Suspension
    - Dismissal, following all due process procedures



- The action of the Superintendent shall be taken as soon as possible following the submission of the Harassment Investigator's report.
- The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.
- The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the appeal. The Superintendent shall review the information and reconsider his/her decision and or findings.

If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

*When the complainant is an employee and the respondent is a student:*

If an employee believes that he/she has been harassed by a student, the employee shall report the incident(s) in writing immediately to the Harassment Investigator.

After the report of harassment, the Harassment Investigator shall immediately commence the investigation. The Harassment Investigator shall:

1. Notify the parent(s)/guardian(s) of the student respondent;
2. Interview the complainant with union representation present, if requested
3. Interview the student respondent with parent(s)/guardian(s) and/or legal representation present;
4. Document the statements of both the complainant and the student respondent by noting (a) the dates of the alleged incident(s), (b) the dates of the meetings with the complainant and the respondent, (c) the persons present at the meetings, and (d) the names of persons given as witnesses;
5. Interview any employee witnesses named by either the complainant or the respondent, individually and privately, unless the presence of a union representative is requested;
6. Interview any student witnesses, named by either the complainant or the respondent, with either parental approval or the parent(s)/guardian(s) present;

7. Document the statements of the witnesses who will sign off as to the validity of the statements; and,
8. Re-interview the complainant and the respondent under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. The Harassment Investigator may permit the complainant and the respondent the equal opportunity to submit written reports with any additional information.

The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant shall/will not be tolerated.

The complainant and the student respondent shall both verify the Harassment Investigator's notes of the meetings, making any corrections to their own statements, if necessary (parent/guardian co-sign).

Upon completion of the investigation:

1. The Harassment Investigator shall file a written report within five (5) days which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact;
2. The Superintendent, upon receipt of report, shall determine what action shall be taken within five (5) days.
  - The action to be taken may include, but not be limited to:
    - a. An apology to the victim;
    - b. Participation in a workshop in awareness of harassment;
    - c. Detention;
    - d. Researching and writing a paper on the topic of harassment;
    - e. Counseling;
    - f. Suspension or expulsion. The procedure for suspension will follow the procedure set forth in the Student Handbook for serious offenses.
  - The action of the Superintendent shall be taken as soon as possible following the submission of the Harassment Investigator's report.
  - The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.
  - The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the appeal. The Superintendent shall review the information and reconsider his/her decision and or findings.

If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

#### Safeguards

REPRISAL AGAINST THE COMPLAINANT OR ANY WITNESSES SHALL NOT BE TOLERATED.

CONFIDENTIALITY WILL BE MAINTAINED TO THE BEST ABILITY OF THE HARASSMENT INVESTIGATOR. THE PERSONS WHO NEED TO KNOW WILL BE THE ONLY ONES TO BE TOLD THE NAMES OF THE PARTIES.

If either the complainant or the respondent is dissatisfied with the results of the investigation of the harassment charge, he/she may discuss his/her dissatisfaction directly with the Superintendent.

At all times, the parties retain all rights under state and federal laws, and are free to avail themselves of those rights.

If an individual believes that he/she has been subjected to harassment, he/she may file a formal complaint with either or both of the government agencies set forth below. Using the District's complaint process does not prohibit an individual from filing a complaint with the agencies listed below. Each of the agencies has a short time period for filing a claim (EEOC – 180 days; MCAD – 6 months).

1. The United States Equal Employment Opportunity Commission ("EEOC")  
475 J.F.K. Federal Building  
Government Center  
Boston, MA 02203
2. The Massachusetts Commission Against Discrimination ("MCAD")  
436 Dwight Street  
Suite 220  
Springfield, MA 01103

The Committee issues this policy to provide measures to fight harassment at a level below litigation; the School District does not intend to usurp any rights guaranteed under state or federal laws.

Copies of this policy shall be given on an annual basis to each student and employee of the School District—either as a part of a handbook or by the normal route for disseminating important notices—and posted in conspicuous places; i.e., places where employees gather and are most likely to see the postings.

The School District shall arrange training for the students and employees to explain the policy and sensitize students and employees to harassment.

Sources utilized in forming this policy include:

**Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools**, Massachusetts Board of Education (1986)

**Sexual Harassment in the Schools: Preventing and Defending Against Claims**, Gregory, Gwendolyn H., Naomi E. Giltens, et al., eds.

Revised Edition, NSBA Council of School Attorneys (1993).

*Approved October 28, 2002. Revised: October 11, 2005. Revised December 11, 2006. Revised June 25, 2007. Reviewed March 24, 2008. Reviewed March 9, 2009. Reviewed March 22, 2010. Reviewed January 10, 2011.*

## **HAZING REGULATIONS**

**REF: JICFA-L**

Grafton High School does not allow, accept, or condone hazing in any form. Students organizing or conducting hazing activities will be subject to the Level 6 consequences of the Code of Conduct. Hazing as described by **Massachusetts General Law, Chapter 269, Sections 17, 18 and 19 is prohibited:**

Section 17: Whoever is a principal organizer or participant in the crime hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in the house of correction for not more than one year, or by both such fine and imprisonment. The term “hazing” as used in this section and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect their physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

### **Duty to Report Hazing**

Section 18: Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger of peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

### **Statutes to be Provided to Student Groups; Compliance Statement and Discipline Policy Required**

Section 19: Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution 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 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 understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

*Adopted June 9, 2003. Reviewed February 25, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

**REF: JFABD**

The Grafton Public School District will work with homeless students and their families to provide them educational and other services as required by federal law. Those homeless students who actually live within the Grafton School District and those who live outside the Grafton Public School District, but whose "school of origin" as defined by federal law is within the Grafton Public School District may be eligible.

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

The Grafton Public School District will make school placement decisions on the basis of the "best interest" of the child. To the extent feasible, a homeless student will be entitled to remain in the school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. A parent may request that the student attend school in the school district where the student actually lives. Transportation within the Grafton Public School District shall be provided by the Grafton Public School District. When the student is transported between the Grafton Public School District and another school district, the districts shall coordinate transportation services and divide the transportation costs.

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 parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state regulations. Unaccompanied youth (students not in the custody of a parent or guardian), will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to 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 will 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.

LEGAL REFS.: Title I, Part C

No Child Left Behind Act, 2002

The Grafton Public Schools Homeless Coordinator is:

James Cummings Ed.D.

30 Providence Road

Grafton, MA 01519

508-839-5421

Adopted December 13, 2004 Revised January 22, 2007 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010 Reviewed April 22, 2013 Updated June 20, 2017

## **HOMEWORK POLICY**

**REF: IKB**

Homework is work assigned by educators and completed by students outside of classroom time that supports and enhances learning of the curriculum. It should reinforce, supplement, and/or extend learning in ways that help enrich the school experience.

The purpose of homework may vary according to curricular and student learning needs, as determined by the educator. Homework can be used to reinforce concepts or skills, prepare for classroom work/discussion, practice skills or apply principles in novel situations, promote critical thinking, develop communication, or serve other learning goals.

**Homework is not required, but when it is assigned, educators will create homework that is:**

- Meaningful and valuable to the learning goals of the curriculum
- Necessary and relevant to classroom learning and/or real-life experiences
- Manageable for students to complete
- Developmentally appropriate for students in terms of time, scope, and expectations

In addition, homework should:

- Have a clear purpose, which is communicated to students
- Allow students and educators to gain a sense of a student's understanding and provide opportunity for timely, constructive feedback
- Be personalized or differentiated to accommodate students' specific learning needs and interests

All Grafton schools shall adhere to the following requirements:

- Homework will not be assigned to be completed during legal or religious holidays recognized by the School Committee and/or listed on the approved school calendar.

- Homework will not be assigned to be completed during school vacations listed on the approved school calendar.
- A student will be allowed a minimum of two (2) days to complete homework missed due to an excused absence.

*\*\*Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*

## **Homework Policy Overview**

**Policy IKB**

Grafton Public Schools defines homework as work completed outside of classroom time that supports and enhances the learning of the curriculum. Educators recognize that students learn at varied paces and in myriad ways and take this into consideration when designing and assigning work. Moreover, educators design homework that is meaningful, manageable, and developmentally appropriate. Therefore, within and across classrooms at all grade levels, homework assignments may appear to be different in order to address individual student need.

Cumulative demands of homework, especially for students at middle school and high school, can create unmanageable situations for even diligent learners. As a result, **homework is not required, but when given, educators will assign work that meets one or more of the following purposes for learning:**

- Reading: Extensive research confirms a direct correlation between the amount of time students read and their growth as learners. Reading improves fluency, increases background knowledge, expands vocabulary, and boosts comprehension. Beyond reading for homework, we encourage students to read for pleasure.
- Preparation: These assignments help students acquire pertinent background information and prepare students to participate in upcoming lessons, projects, or assessments.
- Check for Understanding: These short assignments are intended to inform the teacher's instructional practice by outlining the skills and concepts students have mastered.
- Practice: This work allows students to review and reinforce skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- Extension: These assignments require students to apply specific skills and concepts to new situations, integrate multiple concepts, and promote the development of critical and creative thinking skills.

Students shall not be given a homework assignment which requires resources and/or references which are not accessible to them, and a student or class shall never be given homework for disciplinary reasons.

*\*\*Portions of the above definitions have been excerpted from Lexington Public Schools Homework Policy.*

## **Due Dates for Assignments Abutting School Vacations**

When educators assign homework near a school vacation (Thanksgiving, December, February, and April breaks), they must not include the break period in the time allotted to complete the assignment. Generally, educators will adhere to the following guidelines:

- Short term assignments (typically a one-night assignment) must be assigned at least two (2) days/class sessions before the vacation and may not be due the first day back from the vacation.
- Long term assignments must be assigned at least five (5) days/class sessions before the school vacation and may not be due before the 3rd day back after the vacation.

\*Students in Advanced Placement courses may be required to complete homework during a school vacation to fulfill the requirements of college-level curricula.

*\*\*Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*

### **Homework Missed as a Result of Absence**

Assignments and due dates will be determined at the discretion of the educator but will allow the student a minimum of two (2) days to complete homework missed due to absence. Upon return to school from an extended absence, students in conjunction with their teachers and parents will develop a plan to complete make-up work within a reasonable amount of time.

Adopted January 27, 2003

Revised February 8, 2010

Reviewed June 4, 2012

Revised: April 24, 2018

Note: To view the Grafton High School Homework Protocol go to pages 11-12

*Adopted January 27, 2003. Revised February 8, 2010. Revised June 26, 2018.*

### **NONDISCRIMINATION POLICY**

**REF: AC**

The School Committee firmly believes in the fundamental principle of equity in the workplace. No person will be denied employment opportunities for reasons of race, color, religion, sex, sexual orientation [as defined by law], age [as defined by law], national origin, or handicapping condition.

Further, the Committee is committed to the policy that no otherwise qualified person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity on the basis of race, color, religion, sex, sexual orientation, age, national origin, or handicapping condition.

The Committee affirms the right of all students and staff, regardless of race, color, religion, sex, sexual orientation [as defined by law], age [as defined by law], national origin, handicapping condition or genetic information, to be treated with respect and be protected from intimidation, discrimination, physical harm and/or harassment.

*Adopted April 8, 2002. Revised September 13, 2004. Reviewed July 11, 2011. Reviewed July 23, 2012*



## **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

**REF: IHAMB**

In accordance with General Laws Chapter 71, Section 32A, the Grafton School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum topics that primarily involve 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 reproduction 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 the curriculum is changed 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.

*Adopted January 27, 2003. Reviewed January 7, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010. Reviewed February 27, 2012.*

## PHYSICAL RESTRAINT

REF: JKAA

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

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

1. To administer a physical restraint only when needed to protect a student and/or a member of the School community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student.

The following definitions appear at 603CMR 46.02: (Code of Massachusetts Regulations)

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

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

Mechanical restraint – The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. Seclusion restraint – Physically confining a student alone in a room or limited space without access to school staff. The use of “Time Out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.” Chemical restraint – The administration of medication for the purpose of restraint.

The Superintendent will maintain written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements
- Procedures for receiving and investigating complaints.

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 of Education recommends be at least 16 hours in length.

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

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

Physical restraint is prohibited as a means of punishment, or in response to destruction of property, or disruption of school order.

“Any member of the school committee or any teacher or any employee or agent” of the school committee is not precluded from using such reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. MGL Ch. 71, Section 37G.

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

When a restraint has resulted in serious injury to a student or staff member or when an extended restraint has been administered, the school district shall provide a copy of the required report to the Department of Education within five (5) school working days of the administration of the restraint.

In special circumstances, restraint waivers may be sought from the parents of children receiving special education services. This must be done through the IEP process. Restraint waivers may also be sought from parents of students who present a high risk of frequent dangerous behavior that may require the use of restraint.

*Adopted June 9, 2003. Revised September 25, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **POSSESSION OF WEAPONS**

**REF: JICI**

A student will not possess, handle or transmit any object that can reasonably be considered to be a weapon or a replica thereof or use any type of martial arts equipment during school hours or as defined below:

- On school grounds or bus during and immediately before and immediately after school hours;
- On school grounds at any other time;
- Off school grounds at any school activity, function or event.

For purposes of this policy, a weapon or its replica is defined as a device or object intended to inflict bodily harm including, but not limited to, a gun, knife, sling shot, blackjack, metallic knuckles, martial arts equipment.

Any student who possesses, handles or transmits a weapon is subject to the following possible disciplinary actions:

- suspension
- exclusion
- expulsion
- law enforcement notification
- court action

Any student who has assaulted another student or a staff member with a weapon as defined above will be automatically expelled from school for the remainder of the school year.

When a student is suspended or expelled for violating this policy the Principal will notify parents/guardian, guidance counselor and the Superintendent. The Superintendent will notify the Chief of Police and Chairman of the School Committee.

All students should be advised that according to the Laws of the Commonwealth of Massachusetts (Chap. 269, Sect. 10), anyone other than a law enforcement officer carrying a firearm on his/her person in any

building or on the grounds of any elementary or secondary school is subject to a fine of not more than \$1000, or imprisonment for not more than one year, or both.

*Adopted June 9, 2003. Revised September 11, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **SECTION 504 (RIGHTS AND APPEAL PROCESS)**

The **Rehabilitation Act of 1973**, commonly referred to as “Section 504”, is a non-discrimination statute enacted by the United States Congress. One purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) currently has, or (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working or performing manual tasks.

Student eligibility under Section 504 will be determined through a team decision-making process. In the event that a parent/guardian disagrees with the decision reached by the team, the parent/guardian has the right to appeal the decision, by following these grievance procedures:

- On Section 504 matters the parent/guardian has a right to file a complaint with the district’s Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.  
Grafton Public School Section 504 Coordinator: Lisa Boisvert 508-839-5421
- If the parent/guardian wishes to challenge the actions of the district’s Section 504 Committee in regard to their child’s identification, evaluation, or educational placement, a written Notice of Appeal should be filed with the district’s Section 504 Coordinator after the parent/guardian receives written notice of the Section 504 Committee’s action(s).
- The parent/guardian may also request a hearing directly from the Massachusetts Bureau of Special Education Appeals in Malden (781) 338-6407. Specifically, the parent/guardian has the right to an impartial hearing with respect to the district’s actions regarding their child’s identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
- If the parent/guardian disagrees with the decision of the impartial hearing officer, they have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.
- The parent/guardian also has a right to file a complaint with the Office for Civil Rights. The address of the Regional Office which covers Massachusetts is:

Office for Civil Rights, Region 1  
U.S. Department of Education  
John W. McCormack, POCH  
Room 701 Boston, MA 02189-4557

## **STUDENT CONDUCT**

**REF: JIC**

Conduct is the shared responsibility of the members of the Grafton educational community: students, parents/guardians, and school staff. The Grafton educational community is expected to cooperate in promoting mutual respect among and between all of its members.

Each member of the Grafton educational community is expected to adhere to four basic behavioral guidelines:

1. Respect for self
2. Respect for others as you would respect yourself
3. Respect for the physical environment of the school

4. Respect for the learning environment of the school

Student members of the Grafton educational community are responsible for:

- Interacting respectfully with all school personnel
- Supporting their classmates
- Cooperating with teachers
- Contributing to the learning environment through their positive actions
- Understanding and following the school's Code of Conduct

Parent/guardian members of the Grafton educational community are responsible for:

- Participating with school staff in developing and supporting suitable behavior
- Cooperating with school staff to resolve disciplinary issues
- Understanding and supporting the school's Code of Conduct

Staff members of the Grafton educational community are responsible for:

- Modeling the behavior expected of students
- Providing enriching educational experiences
- Understanding and enforcing the school's Code of Conduct in order to prevent disciplinary issues

*Adopted June 9, 2003. Revised September 11, 2006. Reviewed July 14, 2008. Revised October 14, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **STUDENT CONDUCT ON BUSES**

**REF: EEAEC**

While the School District furnishes transportation, it does not relieve the parents/guardians of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the bus at the end of the school day.

Once a student boards the bus – and only at that time – does he or she become the responsibility of the School District. Such responsibility ends when the student is delivered to the bus stop at the close of the school day.

While riding the bus, students are to conduct themselves in a manner consistent with the Code of Behavior on school buses. The driver is responsible for enforcing the Code of Behavior and all regulations governing the conduct of students.

When a student does not conduct himself/herself properly on the bus and/or does not follow the directions of the driver, the student will be reported to the Principal. The Principal may take disciplinary measures with the student and in instances of serious or repeated misconduct will notify the student's parents/guardians.

The Principal may deny a student the opportunity to use said transportation for reasons of student misconduct on the bus. In such cases, the parents/guardians of the student involved become responsible for the transportation of the child to and from school.

*Adopted September 9, 2002. Reviewed July 14, 2008. Reviewed March 22, 2010.*

## **STUDENT DUE PROCESS RIGHTS**

**REF: JIA**

Court rulings have defined certain student rights with regard to suspension from school. Prior to being suspended for 10 school days or less, a student will be told the nature of the charges, given an opportunity to respond, and if he or she denies the charges, given an explanation of the evidence supporting the charges during an informal meeting with a school administrator. If emergency circumstances exist, a student may be suspended immediately. In such cases, the student will be given notice of the charges against him or her, an explanation of the evidence, and an opportunity to present his or her version of events as soon after the suspension as possible.

The parents/guardians of a student being considered for exclusion or expulsion shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal.

*Adopted June 9, 2003. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **STUDENT INSURANCE**

**REF: JLA**

Student accident insurance will be made available to all students whose parents/guardians wish to pay the premium.

The policy normally covers injuries suffered by insured children while attending school or going to and from school. A policy for round-the-clock coverage may also be purchased at a higher premium, if available.

Accident claim forms are supplied by the Principal's office. The insurance company will process all claims.

*Adopted June 9, 2003. Revised September 11, 2006. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed February 8, 2010.*

## **STUDENT INTERROGATIONS, SEARCHES & ARRESTS**

**REF: JIH**

### **Searches by Administration**

The school administration retains control over lockers, which are lent to students for purposes of storage of school-related materials only. The Administration also regulates admission and parking of automobiles on school grounds. The administration therefore has the right and duty to inspect and search students' lockers as well as automobiles belonging to both students and non-students if the administration reasonably suspects, upon information received from law enforcement officials or other sources, that drugs, weapons, dangerous illegal or prohibited matter, or goods stolen from school or from members of the staff or student body are likely to be found therein. In exercise of the school's duty to enforce school discipline and to protect the health and safety of the student and/or the student body, the administration also has the right and duty to search a student's person or belongings if there is a high degree of suspicion that drugs, weapons, dangerous, illegal or prohibited matter, or stolen goods are likely to be found on the student's person or belongings. The items of such a search may be turned over to law enforcement officials for inspection, and may be the subject of school disciplinary hearings or criminal or juvenile court prosecution.

### **Interrogations by Police**

It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. A police officer with a warrant, or in connection with an arrest, may open and search a locker. The Building Principal or his/her designated representative should be present at the time of the search. The parents/guardian of any student subject to a police search must be notified by the Principal or his/her representative as soon as possible. Such notification shall not interfere with the police investigation or arrest process.

2. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the School Principal or his/her designee will be present. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
3. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials and will inform the Superintendent of this action.

*Adopted June 9, 2003. Reviewed January 22, 2008. Revised November 23, 2009. Reviewed February 8, 2010.*

## **STUDENT RECORDS POLICY**

**REF: JRA**

The Grafton Public Schools shall comply with the laws and court decisions and the regulations developed by the State Department of Education relating to the maintenance and distribution of student records.

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 Family Education Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations afford parents and students over 14 years of age certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Records regulations by contacting the school principal.

Such rights include:

- the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- the right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask their school district to amend a record that they believe is misleading or inaccurate. If the District decides not to amend the part of the record in which change is requested by the parent or student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA, the Federal Act of 2001 ("No Child Left Behind"),

and the Massachusetts Regulations authorize disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as administrator, supervisor, instructor, consultant, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- the right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

*Adopted June 9, 2003. Reviewed January 22, 2008. Reviewed January 12, 2009. Reviewed March 22, 2010.*

Family Educational Right 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, 2/10/77

as amended June 2002

603 CMR: Department of Education 23.00 through 23.12

Mass Department of Education publication Student Records: Questions, Answers, and Guidelines, Sept. 1995

## **STUDENT RECORDS POLICY (MGL)**

**REF: JRA-R**

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 are to be construed harmoniously with such statutes.

### Application of Rights

603 CMR 23.00 is promulgated to insure parent/guardian and students’ rights of confidentiality, inspection, amendment, and destruction of student’s 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 parents.



- (2) If a student 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 district or who are providing services to the student under an agreement between the school district 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 district 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 district or are employed under a school district 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 is considered a non-custodial parent for purposes of M.G.L. c. 71, s34H 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 district 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 district.

The student record shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record that is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9) (a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9) who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties: Except for the provisions of 603 CMR 23.07 (4) (a) through 23.07 (4) (h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(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 CMR23.07 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.

Access Procedures for Non-Custodial Parents: As required by M.G.L.c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
  - 1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
  - 2. The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
  - 3. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually.
- (c) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent that it will provide the non-custodial parent with access to the student's records.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

Revised: June 30, 2002

SOURCE: MASC Policy

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 71:34 A, 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

CROSS REF: KDB, Public's Right to Know

*Adopted June 9, 2003. Revised 10/25/05. Reviewed January 22, 2008. Reviewed January 12, 2009.  
Reviewed March 22, 2010.*

## **STUDENT WELFARE**

**REF: JL**

### Protocol for Critical Incidents

Staff members are responsible for the safety and welfare of all students under their supervision. Any staff member who leaves students unsupervised, or fails to provide for the safety and welfare of those for whom he/she is responsible, is liable and may be considered negligent.

### Critical Incidents

A critical incident involving a student could be a suspicion, rumor, observation, or report of

- A crime
- Child abuse and/or neglect
- Sexual abuse
- Verbal and/or physical abuse involving a student
- Attempted or threatened suicide (including self-inflicted injury)
- Alcohol and/or drug use
- High-risk behaviors that may threaten a student's safety or well-being
- Death of a relative or close friend

### Mandated Reporting

Staff members also have a legal responsibility (under Chapter 51A) to report suspected crimes and/or cases of child abuse or neglect to the Department of Children and Families, enforce the Code of Discipline, and implement School Committee policies and district policies and procedures. Should a staff member have questions or concerns about any legal or procedural parameters, he/she should speak to the Building Principal immediately.

### Confidentiality

When the well-being and/or safety of a student is compromised, any staff member who becomes aware of a critical incident must immediately proceed with the protocol defined below. Disclosures made by a student to a staff member must be shared immediately with a Principal and/or designee.

However, a staff member is obligated to keep the details of the critical incident confidential from any individual who is not involved in the investigation or resolution of the case. Staff members should not speak to, or have contact with, the parents/guardians, students or others involved in the incident without direction from the Principal or designee. Under no circumstances shall staff members disclose any information to other staff members, outsiders or the media unless specifically directed to do so by the Superintendent or building Principal.

### Protocol

To assure the safety of the student:

- Immediately notify the Building Principal and/or designee.
- The Principal or designee will assign a staff member to supervise the student. A school psychologist, guidance counselor, school adjustment counselor, or nurse will be assigned when

possible. However, if these personnel are not available, another staff member may be designated to supervise the student.

- The assigned staff member will remain with the student until a disposition is made. At no time will a student be left alone.

#### Notification

- Parent/guardian Notification: Parents/guardians MUST be notified of any critical incident involving a student. The Principal will decide who will notify the parents/guardians and when it will occur. Parents/guardians will be advised of the situation and of the requirement to come to school immediately. However, the inability of parents/guardians to arrive at school in a timely fashion should not interfere with emergency procedures.
- Police Notification: The Principal or designee will notify the police if a crime is suspected or alleged. The police shall not interview students unless parental permission is received or a parent/guardian is present. Whenever the police are notified of a suspected or alleged crime, the Principal must inform the Superintendent.

#### Outside Agency Notification

The appropriate staff member will make a determination as to whether or not outside agencies will be notified (i.e., DCF, DMR, DYS, DMH). Parents/guardians will be notified of outside agency notification if deemed appropriate by the Principal. The safety and well-being of students and staff will be of primary concern.

#### Release of Student

The Principal or designee shall determine when the student will be released from school to the supervision of his/her parents/guardians or appropriate outside agency. Once intervention has taken place, the Principal, in consultation with parents/guardians, shall determine an appropriate date for the student to return to school. The Principal shall receive documentation of the intervention and a release from a licensed professional (when appropriate) before the student returns to school.

#### Documentation

As timely, accurate documentation of a critical incident is essential to protect all involved, the principal or designee shall advise staff members as to how to document the incident. Unless the Superintendent determines that extenuating circumstances exist, documentation shall be filed with the Principal within 24 hours of the critical incident.

Principals or their designees shall notify the Superintendent of a critical incident as soon as practically possible and provide relevant documentation upon request.

*Adopted June 9, 2003. Revised February 23, 2009. Reviewed February 8, 2010.*

### **STUDENT WITHDRAWAL FROM SCHOOL**

#### **Chapter 76, Section 18 – Massachusetts General Laws**

##### **Notice Required Prior to Student's Withdrawal**

No student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the

primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with the consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meetings shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

The superintendent of every city, town, or regional school district shall annually report to the Department of Education the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving and any alternative educational or other placement which each such student has taken.

The provisions of this section shall not apply to a student who has completed the regular course of education, or apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

Additionally, Grafton High School requires from a student who is permanently leaving school the following:

1. A written note is to be provided by the parent/guardian to explain the withdrawal.
2. A discussion with the guidance counselor must be scheduled.
3. A withdrawal slip, signed by all teachers, must be returned to the guidance office.
4. All books, materials, school equipment, athletic equipment and school property must be returned.

### [School Committee Policy changes](#)