



Dedham High School Student/Parent Handbook 2021 – 2022

Attendance Line - 781-310-1180

Guidance Office - 781-310-1125

Main Office - 781-310-1100

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Welcome to Dedham High School

Dedham High School



On behalf of the Administration, Faculty and Staff, welcome to a new school year at Dedham High School.

This handbook is provided to help you become familiar with the policies and procedures that govern the school. It can also assist you in addressing specific situations that may arise during the school year. Students, parents, teachers, and administrators created this handbook to communicate the rules, regulations, and responsibilities that enable Dedham High School to fulfill its mission. In partnership with the home and community, Dedham High School prepares each student for life's responsibilities, challenges, and opportunities to thrive in the 21st century.

High school can be a wonderful and fulfilling experience. Please take advantage of the exceptional academic, athletic, artistic, and extracurricular opportunities available at Dedham High School. By doing so, you will be able to graduate with a strong moral character, a thirst for knowledge, and the confidence and skills necessary to succeed in a global society.

We wish you a healthy, productive, and enjoyable year.

Sincerely,

James Forrest
James Forrest
Principal

Kristy Yankee
Kristy Yankee
Assistant Principal

Peter Cavanaugh
Peter Cavanaugh
Assistant Principal

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General Information

District Mission Statement

The mission of the Dedham Public Schools, in partnership with the community, is to promote excellence in learning, self-discipline, and motivation.

District Core Values

Academic Excellence: The educators, parents, and citizens of Dedham are partners in a commitment to academic excellence to prepare students to succeed in a global society.

Positive Learning Environment: Our schools provide a safe environment that fosters curiosity, creativity, and positive attitudes. Students develop best when they are encouraged and feel supported in an open, collaborative environment.

Respect: By enriching learning and developing responsible citizens, we respect the dignity and diversity of all individuals and cultures.

Support and Open Communication: The schools create opportunities to share ideas, resources, and responsibility among students, parents, school personnel, town officials, and residents.

Dedham High School

Mission

In partnership with the home and community, Dedham High School prepares each student for life's responsibilities, challenges, and opportunities to thrive in the 21st century.

Core Values

Rigor
Relevance
Responsibility
Relationships
Respect
Resilience

21st Century Learning Expectations

Students will:

- Be active, engaged learners
- Communicate clearly and effectively
- Work independently and collaboratively
- Use technology to access, evaluate and apply appropriate information for authentic learning opportunities
- Use analysis, evaluation, and creativity in problem-solving
- Demonstrate character through:
 - Personal responsibility
 - Appreciation of diversity
 - Ethical behavior

Website

Refer to the Dedham High School web site at dhs.dedham.k12.ma.us to find all kinds of useful information about Dedham High School including this Student Handbook, the Course Directory, Faculty list, Student activities, and links to the Guidance and Athletics websites.

School Hours

In the interest of safety and security, students must not enter the main building until the 7:25 a.m. bell and must exit the building by 2:30 p.m. except when involved in activities under direct faculty supervision. Students will not be allowed to loiter in the corridors or gym lobby after school. Students are allowed in the main foyer, cafeteria, E wing first floor, and A wing first-floor corridor before 7:25 a.m. to avoid excess crowding at the front of the school building. All other areas of the building are out of bounds unless accompanied by a staff member.

Classes

Class Periods

There are seven (7) class periods in the school program schedule. The schedule can be found on the Dedham High School website.

Class Size

The level of the course and the nature of the activity determine class size. For specific information on particular class size, please contact the department chairs or an administrator.

Dress Code

It is the responsibility of the school to provide the means for students to be educated, and it is the responsibility of the home to prepare the students to be educated. This preparation includes decisions about appropriate dress for those students in school. Thus, parents should monitor the attire of their children. However, we as a school community feel that it is necessary to establish basic guidelines of dress to ensure the well being of the entire student body. We feel the guidelines to be followed by all students should be safety, cleanliness, neatness, and decency. Student dress should facilitate a positive teaching/learning environment.

1. The following are **NOT** acceptable:
 - Hemlines or clothing that allows any part of a student's underwear to be visible.
 - Clothing that displays obscene/profane slogans or emblems or promotes or advertises alcohol/drug usage.
 - Excessively tight clothing.
 - Clothing that allows overexposure of a person's thighs, chest, or stomach.
 - Spiked collars, bracelets, chains, etc. that jeopardize safety.
2. Safety regulations in classes may require that shirts, blouses, and tee shirts be tucked into pants or skirts.
3. Hats (headgear of any kind) including bandanas and outer clothing such as coats, jackets, etc. ***may not be*** worn in school. Hats are not to be visible during the school day (unless for religious reasons). Pants and shorts must be worn above the hips. If the health and safety of the student is endangered or the proper order of school may be disrupted by the student's attire or appearance, he/she will be referred to the administration and will not be permitted to attend class until properly attired.

It is expected that students will dress in a manner which is conducive to good health practices, safety regulations and not detrimental to the classroom atmosphere. The wearing of any clothing that substantially interferes with the educational process is unlawful and forbidden. Local and state health laws prohibit bare feet in all public buildings. **Dress code enforcement begins at home.** A student in violation of the dress code may be sent home to correct the violation immediately or a parent may be asked to bring the appropriate dress. Please be aware that clothing that promotes inappropriate messages is unacceptable and forbidden.

School Cancellation/Delayed Opening

The Dedham Public Schools generally contact students and their families through the Connect-Ed telephone notification system. The Connect-Ed messages are also sent via email to families whose email addresses are in the system. "No School" announcements are broadcast over WBZ (1030 AM), WEEI (850 AM), WBMX (104.1 FM), and WBUR (90.9 FM). Cancellation notices are also posted on Channels 4 CBS, 5 ABC, 7 NBC, and Fox25. Students are advised to listen to one of these stations after 6:30 a.m. on days with inclement weather. Please do not call the Fire or Police departments. This request is made in the interest of public safety. Parents may request to receive a text message.

Announcements

Special announcements will be made after Block A of the school day. Interruption of class time for announcement purposes will be minimal.

Fire Drill

1. Fire drills must be responded to immediately and seriously.
2. Fire drill instructions **MUST** be posted in each room.
3. Students and faculty are to be aware of the evacuation plan and alternate exits. It is the responsibility of the teacher in charge to go over the evacuation routes with his/her students.
4. Students are to be led from the building by a teacher in charge of the class.
5. Silence is to be maintained throughout the drill.
6. Students who do not conform to fire drill procedures are subject to immediate suspension from school.
7. If any fire alarm is sounded while the students are passing from one period to another in the corridors, they will use the closest exit to leave the building.

Accidents

Any accident that occurs on school property is to be reported immediately to the Main Office and the name or names of the people involved and a brief description of their injuries, if known, should be included in the report. The Main Office will immediately inform the Health Office and either the Nurse or Principal/teacher will respond. An accident report form is to be placed on file for all such cases. A copy of the accident report will be forwarded to both the high school principal for further investigation and the office of the Assistant Superintendent for Business and Finance. The report form must be on file within 24 hours after the accident.

Class Dues

In order to participate in class activities, class dues must be up to date. Class dues are normally \$50 per year, but this amount may vary in accordance with the needs of the class. Students and families who have difficulty meeting this obligation should contact the appropriate Assistant Principal.

Transfer or Withdrawal from School

Any student who plans to transfer or withdraw from Dedham High School should follow this procedure:

1. Notify the guidance office regarding the date when you expect to leave the high school.
2. Clean out gym and corridor lockers.
3. Obtain a checkout slip from the guidance office. Return all books to the teachers, devices to the Library or Assistant Principal, and have the checkout slip initialled by an assistant principal. When the slip is completed, return it to the appropriate guidance counselor.
4. If transferring to another school, obtain a transfer card. A transcript of grades will be forwarded directly to the new school.

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School Services

Library Media Center Mission Statement

The mission of the Dedham Public School Library Media Centers is to promote a love of reading and support both the school's curriculum and the ongoing development of 21st Century Skills. Creative collaboration with our partners will provide our students with resources to access, evaluate, use and produce information in order to become self-directed, critical thinkers.

Hours and Staffing

The DHS Library is open **Monday through Friday from 7:00am until 3:30pm** and is staffed by a full-time library media specialist and a full-time library assistant.

Policies and Procedures

Behavior Expectations:

- Students are *always* welcome in the Library and may visit without a pass before or after school, and also during lunch block.
- When not with a class, students visiting the Library during the regular school day are required to have a pass from a teacher.
- There is no food or drink (except water) allowed in the main area of the Library. In the computer labs, no food or drink is permitted.
- Computers and Chromebooks are for school-related use only (no non-school-related videos or games!).
- All students, *including those in Directed Study*, are expected to work quietly in the Library.

Circulation Procedures:

- Books may be borrowed for three weeks and may be renewed if not on reserve for another student.
- Reference books and magazines are for in-library use only.
- If students have an overdue book, they are not permitted to check out additional library materials.
- Overdue notices are sent out through X-Block classes. School Administration may be informed if a book is not returned within a reasonable amount of time.
 - The library does not charge fines for overdue materials.
 - If a book is lost or damaged, the student will be charged a replacement fee.
 - Detention may be assigned if the student does not return materials or pay for lost items. Lost items must be paid for before getting your cap and gown senior year!

Cafeteria

Students are assigned to the cafeteria for one of three lunch periods. This is considered a schedule assignment (the same as a course assignment), which means that students must report to the cafeteria during their assigned lunch periods. Students are not permitted to leave the lunch room unless it is for a quick trip to the restroom or scheduled visit to the nurse. Before leaving, students must clear the tables of all food and paper. Students are expected to exercise customary social standards in the cafeteria. Misconduct in the cafeteria (throwing food, refusing to clean up the eating area, etc.) may result in detention, suspension, or other disciplinary action, depending on the circumstances. If a pattern of poor behavior develops in any student or group of students, then that student or group of students will be subject to assigned seating while in the cafeteria. ***In the interest of neat, sanitary grounds and buildings, all food and drink will be consumed inside the cafeteria.*** No food is to be allowed outside of the cafeteria; students taking food outside the cafeteria will be subject to disciplinary action. Food is not to be ordered from an outside vendor for delivery to the school. With prior approval from an

administrator, on special occasions, food can be brought into the building for consumption in appropriately designated areas.

Meals

Breakfast is the most important meal of the day; it kickstarts the brain! Take advantage of our nutritious, inexpensive breakfast that is available every school day from 7:00 a.m. – 7:30a.m.

Lunch the High School Cafeteria serves a variety of meals every full school day. Students are reminded that the cafeteria will not be open for lunch on release days. Lunch menus, nutrition information, and information on pre-payment options are available on the DHS website.

Guidance Services: Please refer to the website. <https://www.dedham.k12.ma.us/domain/123>.

Health Services

The health office is located in the first floor E wing next to the Guidance Suite. In case of illness or need of first aid, the student should report directly to the nurse with a pass signed by the dismissing teacher. If the nurse is unavailable, students should report to the main office. No student may be dismissed from the school building without approval of a parent or guardian who must provide transportation when necessary. Nurse dismissal or time spent in the nurse's office is considered an absence from class. The student/parent may ask the Assistant Principal to consider the visit an excused absence if there is a justification for a medical excusal.

Dedham High School has a full-time nurse on duty during regular school hours. The nurse is responsible for maintaining accurate health records for all of our students, administering first aid and in general overseeing the health needs of all students.

All sections of Dedham High School are accessible to individuals, via an elevator or ramps.

A sick student may be released into the custody of an adult over 18 years old with the permission of the student's parent or guardian.

Student Illness

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

- Fever greater than 100 within the last 24 hours (fever should be under 100 for 24 hours **without the use of fever reducing medications** before returning to school)
- Vomiting/diarrhea within the last 24 hours
- A communicable disease
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Muscle aches or body aches not due to a known cause
- An upper respiratory illness with significant coughing and/or nasal discharge
- Pain that requires the use of narcotic medications

Communication

A full time nurse is on duty during the entire school day. The school nurse will notify a parent/guardian when he/she determines the need for student dismissal due to illness/injury. These dismissals are **not** considered 'excused absences'. Parents/guardians should arrange for their child to be picked up within the half hour for the benefit of their child and other students coming into the health office.

The school nurse can be reached by telephone or email if you have any questions about guidelines for school attendance or if you are in need of any health related information. The school nurse should be notified by the parent/guardian of any:

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

Health-related and emergency information must be completed and updated annually by parents/guardians either online through PowerSchool and in SNAP. All communication with the school nurse will be held confidential.

Universal Precautions

Universal precautions are the recommendations developed by the Centers for Disease Control and Prevention to control the spread of infectious diseases. Universal precautions treat all human blood and bodily fluids as infectious.

Strict adherence to universal precautions is practiced by all DPS nurses in all clinical situations.

Medication Policy

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

- We encourage that medication be administered before and after school hours, if possible
- All medications, prescription or over-the-counter, require a physician's order and a completed parental permission form. Medication will not be administered until documentation is complete and received by the school nurse. A new medication order from the physician is required for all dose changes. All required forms are available on the Health Services website.
- All medication orders expire at the end of each school year.
- All medication must be delivered to the school nurse in a correctly labeled pharmacy or manufacturer's medication container by a parent/guardian or responsible adult. **Students are not permitted to bring medication into school. Medication will not be accepted in containers such as plastic bags.** Medication must be picked up at the end of each school year. Medication not picked up by the close of the school year will be destroyed.
- For short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order; if the nurse has a question, she may request a licensed prescriber's order.

After consultation with the school nurse and development of a plan, students who fall into the following categories may self-administer medication:

- Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers
- Students with life-threatening allergies may possess and administer prescription epinephrine via an auto-injector.
- Students with cystic fibrosis may possess and administer prescription enzyme supplements
- Students with diabetes may possess and administer a glucose monitoring test and insulin delivery system.

Health Requirements

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

- Required immunizations: an immunization record must be submitted to and reviewed by the school nurse prior to school entry
- Exemptions: If there is a medical reason why immunizations are not done, a certificate must be obtained from your physician and forwarded to the school nurse. For a religious exemption, parents/guardians must fill out a Religious Exemption from Immunization form which can be found on our website or write a note to the school nurse.
 - Parents/guardians should be aware that students who are not immunized due to an exemption or those who are under-immunized will be excluded from school in the event of a disease outbreak.
- Physical examination: A physical exam is required for all new students. The examination should have been carried out within one year of the start of school. An updated physical exam is also required in grades 4, 7 and 10. However, parents/guardians are encouraged to send a copy of the student's physical to the nurse annually.

Health Screenings

The Dedham Public School nurses follow the Mass Department of Public Health guidelines for vision, hearing, scoliosis and growth screenings. When a student fails any of these screenings, the parent/guardian will be notified and asked to follow up with a medical evaluation.

Life Threatening Food Allergy Policy

The Dedham Public Schools recognizes the increasing prevalence of food allergies and the life threatening nature of these allergies for many students. Our policy for Life-Threatening Allergies is available on our website. The implementation of this policy aims to minimize the risk of exposure, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support and response of the entire school community.

If a student has a life-threatening allergy, he/she must have access to emergency medication (EpiPen) at all times. Parents/guardians must be responsible for the school nurse obtaining the necessary medical information about the child's emergency allergy action plan.

Key points of the DPS Life-Threatening Allergy policy include:

- An individualized health care plan will be developed for each student with a medically diagnosed life-threatening allergy.
- Our school programs are not declared as allergen-free and foods with known allergies are not banned from our schools.
- Communication, planning, and education with staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- DPS staff is not responsible for implementing the Food Allergy Policy during school sponsored events beyond the school day that are open to the public (e.g. plays, concerts, athletic contests, ceremonies).
- DPS staff is not responsible for implementing the Food Allergy Policy for programs or events on DPS property that are sponsored by various parent, community and private groups.

Children with Special Health Care Needs

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

Students with Medical Equipment Needs

A medical order is mandatory if a student requires the use of crutches, wheelchair or any other medically necessary equipment. If a student comes to school without a note for this equipment, the student will be sent home for reasons of liability and the potential for further injury. It is imperative that the nurse be aware when students with crutches, etc. are in the building so that, in the event of an emergency, an evacuation plan can be developed.

Concussions

Concussion or Traumatic Brain Injury can occur whenever there is a blow or jolt to the head. DPS seeks to prevent concussions and provide a safe return to activity, both academic and athletic, after a head injury. Although every concussed student is different, the care and management of students who have sustained a concussion requires education, supervision, and close collaboration between students, parents/guardians, school nurses and, when applicable, the athletic trainer, athletic director, administrator, guidance counselors, and medical professionals. In accordance, when a student sustains a head injury, DHS' protocol for Re-entry to Academics and Return to Physical Activity is as follows:

- Student is removed from physical activity until medically evaluated
- Head injury report filled out by athletic trainer, coach, or school nurse as appropriate
- Parent/guardian notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis or traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including accommodations for academic and physical activity
- School nurse will initiate the Return to Academics protocol
- School nurse will notify, as applicable, the athletic trainer when student has completed the Return to Academics protocol and is ready to begin the Gradual Return to Play protocol

Symptoms to look for following a blow to the head:

- Headache or feeling of pressure in head
- Nausea/vomiting
- Loss of consciousness
- Feeling groggy
- Sensitivity to noise or light
- Blurred or double vision
- Appears dazed or confused
- Balance problems or dizziness
- Answers questions slowly
- Behavior or personality changes
- Concentration or memory problems

Some of these symptoms will appear immediately after the blow to the head. Some may disappear quickly while others can increase or develop hours or even days after the injury.

What to do if your son/daughter has sustained a concussion:

- Seek medical consultation. If there has been loss of consciousness (even briefly), your child should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to the primary care provider right away for advice on how to proceed.
- Brain and Physical Rest is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
- Proper evaluation. Make sure to get written recommendations from a medical provider who understands current concussion management. Progression is very individualized with factors such as duration and type of symptoms and previous history of concussion.
- Inform your child's school nurse that your child has been diagnosed with a concussion and discuss the procedures and plans for your child's return to academics, physical activity and athletics.

Please see pages 15 to 17 for parameters regarding return to full academic and/or athletic participation.

Psychological Services

In addition to the counseling that is provided by the Guidance Department, Dedham High School also provides social and emotional counseling through two school psychologists and a school adjustment counselor. These staff members conduct individual counseling, group counseling, crisis intervention, family consultation, and team consultation. They are also a valuable resource for community-based services.

Elizabeth Vail	781-310-1880	email@dedham.k12.ma.us
Svea Bissonette	781- 310-1127	sbissonette@dedham.k12.ma.us
Monica Sinopoli	781-310-1144	msinopoli@dedham.k12.ma.us
Kiley Callahan	781-310-1127	kcallahan@dedham.k12.ma.us

School Property

All items of school property lent to a student become the responsibility of that student. All such items must be returned in usable condition. Allowance will be made for reasonable wear. If items are returned in abused condition, a fine will be assessed. Failure to make restitution will result in the withholding of the privilege to use school property. All school property must be returned before final exams or graduation.

Schoolbooks and iPads are “loaned” to students, and always remain the property of Dedham Public Schools. It is expected that the book will be cared for in a reasonable fashion. Students should sign their name on the book label in the front of each book when issued. The responsible student will be charged for lost and/or damaged books. Students who fail to clear up financial obligations receive an invoice during the summer.

Lockers

1. Lockers and desks are to be treated as school property on loan to students
2. Master keys and copies of combinations are retained by the school
3. Certain items may not be stored in lockers, desks, or other receptacles. This would include weapons, illegal drugs, alcoholic beverages, stolen property, etc.
4. The school retains the right to inspect lockers and desks at any time for compliance with these rules and to maintain safety, health, and sanitation standards.

Each student is provided with a locker and a lock. Valuables are not to be stored in lockers. Dedham High School cannot assume any responsibility for lost or stolen personal property. Valuables that must be brought into school should be brought to the main office for safekeeping.

Since student lockers are the property of the Dedham Public Schools, they may, if necessary, be searched by a school administrator. Personal locks are not authorized to be used on lockers. Unauthorized locks will be removed. The replacement charge for lost locks will be six dollars. Students are not allowed to share lockers. For proper security, students should keep lockers locked at all times and not divulge the combination to anyone. Items reported as stolen usually were placed in unlocked lockers or left in an unsecured area. The "Lost and Found" in the Main Office should be checked for missing items.

Lost and Found

The Lost and Found Department is located in the Main Office as well as in the school cafeteria. A book or any article of value that is either lost or found should be reported to the office. The Dedham School Department is not responsible for lost or stolen articles on school grounds prior to, during, or after the school day.

Parking Lot Regulations

If a student must drive to school, the car must be parked in the student lot at the pool. Cars are not to be parked in the teachers' assigned spaces or on the streets around the school. Students violating this regulation risk having their vehicles tagged or towed. If a student is parked illegally on school property, he/she is subject to disciplinary action, including revocation of parking privileges. Students who have repeated parking infractions may also face suspension from school. *Students are not to bring their vehicles into the back school parking lot prior to 3:00 p.m. for after school activities. Students are not allowed to park at the Avery School. All vehicles are subject to being towed.*

Bus Transportation

Because of the minimum availability of parking facilities and in the interest of student safety, transportation is available to all students who live more than two (2) miles from school with the payment of a user fee. Buses are driven by competent drivers, have the right of way, and are properly insured. To exercise the option of bus transportation, all eligible students must pay a user's fee determined by the Dedham School Committee.

High school students living 2 miles or less from the school are not eligible for this option. Bus passes and regulations will be provided through the principal's office for middle and high school students. Parents with questions on eligibility for bus transportation should contact the central office at 781-310-1000.

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Academics Issues

Promotion Policy

A student will be moved to the next consecutive grade each year regardless of credits with the understanding that he/she will not graduate without meeting all graduation requirements listed below. The only exception is 9th grade students who are not ready to take the MCAS (ELA and Math) in the tenth grade because of their failing Math and/or English as 9th graders. Administrators, Guidance, and Department Chairs meet to discuss students individually and determine if they are ready to take the MCAS the following year. If not, they will remain in the 9th grade. Students who are in their 3rd year of high school, but were kept back because of MCAS, must be listed as 10th graders for MCAS purposes. These students may be promoted to their original graduating class the year after they take the MCAS.

Graduation Requirements

1. Students must achieve a total of one hundred and eleven (111) credits.
2. Students must take and pass the following **CORE** requirements:
 - 4 years of English
 - 4 years of Mathematics
 - 3 years of Science
 - 3 years of Social Studies
 - 2 semesters of Health/Wellness
 - 4 years of Physical Education
 - 2 semesters of Computers, or Drama, Art, Chorus, or Band (with permission of the Director only)
 - 2 years of the same Foreign Language
3. All students are required to complete forty (40) hours of Community Service
4. Students must take and successfully complete a minimum of twenty-five (25) credits in the senior year.
5. Students must pass state-mandated tests (MCAS). Students who pass but are not proficient in ELA or Math will receive an Educational Proficiency Plan (EPP).
6. Students must be enrolled in six (6) courses unless approved by an administrator.

Summer Reading Program

All students are required to participate in the summer reading program. Students who complete the summer reading program will receive .5 credits towards their graduation requirements. Students who do not complete summer reading and engage in a reading group discussion will not earn the .5 credits and will receive a score of NC (no credit) on their report card.

Community Service Learning Program

The Community Service Learning Program is an important part of the educational experience offered at Dedham High School. All students are required to complete 40 hours of service as part of their graduation requirement. The goal behind having students participate in community service is to broaden students' experiences beyond the traditional classroom through involvement in volunteerism, service learning, and career exploration. By engaging in such activities, students learn more about themselves, their interests, and the privileges and responsibilities of being a member of a school, local, and global community. If "Rising Seniors" have not completed their 30 hours of community service, they will not be granted senior privileges. Senior privileges will be reinstated upon completion of 30 hours.

Students may complete their community service learning requirements through volunteer work, an unpaid internship, or a combination of both. Community service opportunities are frequently posted in the cafeteria and guidance office as well as announced to the student population. Students are also welcome to check in with the career counselor, assistant principals, or the Youth Commission to discuss

additional ideas or to find out more information about a particular organization.

Students must complete 40 hours. A minimum of 5 hours must be done with the same organization. Students may complete the entire 40 hours with one organization if they choose, or they may do 5 hours each with eight different organizations. Students may start their community service learning hours beginning the summer prior to their freshman year. The Community Service Learning forms are available in the guidance office and can also be downloaded from the guidance web site. All forms must be signed by the appropriate assistant principal and returned to the guidance office. Copies of forms should be made prior to turning them into the office.

All community service credits should be completed by January of the student's senior year. Students are encouraged, however, to begin fulfilling this requirement early on in their high school years. Experience has shown us that many students who actively engage in volunteer service from the beginning of high school sustain their involvement and participate in additional service activities. Additionally, volunteer work can help students begin the process of career exploration.

Students must complete at least 10 hours per year (i.e. 10 hours by the start of sophomore year, 20 hours by the start of junior year, etc.). For students who enter after their freshman year, the requirement is prorated (i.e. less the 10 hours for each year missed).

Homework

The School Committee, administrators and faculty believe that homework, an assignment given to students outside the regular class period, is of vital importance in the earning of a quality education. Homework must be assigned, completed, reviewed, and become a part of a student's assessment.

Examinations

Students are required to take both midterm and final examinations. Midterm examinations will account for 10% of the total grade for the course. Final examinations will account for 10% of the total grade for the course. Seniors are exempt from finals if they have at least a B for Term 4 and the year (B=83 -86). Final examinations are administered only during the time scheduled for exams. Any examination to be made-up must be authorized by an administrator and will be given during the scheduled make-up period. Students are to be in their seats at the scheduled time for the exam to begin. Once the exam has begun, there is no late admission allowed. Any owed textbooks, materials, school property, and other obligations **must be met** before any student may take final examinations. Students enrolled in Advanced Placement courses and have taken the A.P. exam will be exempt from final exams.

School-Wide Rubrics

BE ACTIVE, ENGAGED LEARNERS

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Following Procedures	Student always : Follows class and school procedures	Student consistently : Follows class and school procedures	Student occasionally : Follows class and school procedures	Student rarely : Follows class and school procedures			
Participation	Student always : Participates appropriately in class and school activities	Student consistently : Participates appropriately in class and school activities	Student occasionally : Participates appropriately in class and school activities	Student rarely : Participates appropriately in class and school activities			
Effort	Student always : Demonstrates appropriate effort and initiative on tasks	Student consistently : Demonstrates appropriate effort and initiative on tasks	Student occasionally : Demonstrates appropriate effort and initiative on tasks	Student rarely : Demonstrates appropriate effort and initiative on tasks			

Shaded column indicates targeted level of achievement for all students
 *Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

COMMUNICATE CLEARLY AND EFFECTIVELY

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Organization	Student <i>always</i> : Structures ideas in a coherent and unified manner	Student <i>consistently</i> : Structures ideas in a coherent and unified manner	Student <i>occasionally</i> : Structures ideas in a coherent and unified manner	Student <i>rarely</i> : Structures ideas in a coherent and unified manner			
Evidence	Student <i>always</i> : Provides sufficient, relevant and appropriate evidence to support ideas	Student <i>consistently</i> : Provides sufficient, relevant and appropriate evidence to support ideas	Student <i>occasionally</i> : Provides sufficient, relevant and appropriate evidence to support ideas	Student <i>rarely</i> : Provides sufficient, relevant and appropriate evidence to support ideas			
Fluency	Student <i>always</i> : Communicates clearly and uses content appropriate vocabulary	Student <i>consistently</i> : Communicates clearly and uses content appropriate vocabulary	Student <i>occasionally</i> : Communicates clearly and uses content appropriate vocabulary	Student <i>rarely</i> : Communicates clearly and uses content appropriate vocabulary			
Style	Student <i>always</i> : Appropriately addresses the audience	Student <i>consistently</i> : Appropriately addresses the audience	Student <i>occasionally</i> : Appropriately addresses the audience	Student <i>rarely</i> : Appropriately addresses the audience			

Shaded column indicates targeted level of achievement for all students
 *Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

WORK INDEPENDENTLY AND COLLABORATIVELY

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Initiative	Student <i>always</i> : Starts and completes tasks without prompting and seeks clarification when needed	Student <i>consistently</i> : Starts and completes tasks without prompting and seeks clarification when needed	Student <i>occasionally</i> : Starts and completes tasks without prompting and seeks clarification when needed	Student <i>rarely</i> : Starts and completes tasks without prompting and seeks clarification when needed			
Efficiency	Student <i>always</i> : Submits work that is on time, organized, and of high quality	Student <i>consistently</i> : Submits work that is on time, organized, and of high quality	Student <i>occasionally</i> : Submits work that is on time, organized, and of high quality	Student <i>rarely</i> : Submits work that is on time, organized, and of high quality			
Contribution	Student <i>always</i> : Generates and shares relevant ideas to support a positive learning environment	Student <i>consistently</i> : Generates and shares relevant ideas to support a positive learning environment	Student <i>occasionally</i> : Generates and shares relevant ideas to support a positive learning environment	Student <i>rarely</i> : Generates and shares relevant ideas to support a positive learning environment			

Shaded column indicates targeted level of achievement for all students
 *Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

USE TECHNOLOGY TO ACCESS, EVALUATE AND APPLY APPROPRIATE INFORMATION FOR AUTHENTIC LEARNING OPPORTUNITIES

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Appropriate use of technology	Student <i>always</i> : Follows school policies, including the acceptable use policy	Student <i>consistently</i> : Follows school policies, including the acceptable use policy	Student <i>occasionally</i> : Follows school policies, including the acceptable use policy	Student <i>rarely</i> : Follows school policies, including the acceptable use policy			
Information Literacy	Student <i>always</i> : Chooses and cites media and digital sources that are relevant, reliable, and appropriate	Student <i>consistently</i> : Chooses and cites media and digital sources that are relevant, reliable, and appropriate	Student <i>occasionally</i> : Chooses and cites media and digital sources that are relevant, reliable, and appropriate	Student <i>rarely</i> : Chooses and cites media and digital sources that are relevant, reliable, and appropriate			
Digital Communication	Student <i>always</i> : Uses appropriate application to present researched data	Student <i>consistently</i> : Uses appropriate application to present researched data	Student <i>occasionally</i> : Uses appropriate application to present researched data	Student <i>rarely</i> : Uses appropriate application to present researched data			
Technology Literacy	Student <i>always</i> : Selects and uses applications effectively and transfers current knowledge to learning of new technologies	Student <i>consistently</i> : Selects and uses applications effectively and transfers current knowledge to learning of new technologies	Student <i>occasionally</i> : Selects and uses applications effectively and transfers current knowledge to learning of new technologies	Student <i>rarely</i> : Selects and uses applications effectively and transfers current knowledge to learning of new technologies			

Shaded column indicates targeted level of achievement for all students

*Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

USE ANALYSIS, EVALUATION AND CREATIVITY IN PROBLEM SOLVING

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Focus	Student <i>always</i> : Identifies problem	Student <i>consistently</i> : Identifies problem	Student <i>occasionally</i> : Identifies problem	Student <i>rarely</i> : Identifies problem			
Organization	Student <i>always</i> : Collects and organizes information	Student <i>consistently</i> : Collects and organizes information	Student <i>occasionally</i> : Collects and organizes information	Student <i>rarely</i> : Collects and organizes information			
Strategy	Student <i>always</i> : Selects appropriate strategies and applies them to new situations	Student <i>consistently</i> : Selects appropriate strategies and applies them to new situations	Student <i>occasionally</i> : Selects appropriate strategies and applies them to new situations	Student <i>rarely</i> : Selects appropriate strategies and applies them to new situations			
Implementation	Student <i>always</i> : Solves for, evaluates, and presents solutions	Student <i>consistently</i> : Solves for, evaluates, and presents solutions	Student <i>occasionally</i> : Solves for, evaluates, and presents solutions	Student <i>rarely</i> : Solves for, evaluates, and presents solutions			

Shaded column indicates targeted level of achievement for all students

*Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

DEMONSTRATES CHARACTER THROUGH:

- PERSONAL RESPONSIBILITY
- APPRECIATION OF DIVERSITY

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Fails to Meet Expectation	No Evidence	Student Rating*	Teacher Rating*
Personal Responsibility	Student <i>always</i> : Completes assignments in a timely manner and practices self-advocacy	Student <i>consistently</i> : Completes assignments in a timely manner and practices self-advocacy	Student <i>occasionally</i> : Completes assignments in a timely manner and practices self-advocacy	Student <i>rarely</i> : Completes assignments in a timely manner and practices self-advocacy			
Appreciation of Diversity	Student <i>always</i> : Demonstrates awareness of differences and treats others with respect	Student <i>consistently</i> : Demonstrates awareness of differences and treats others with respect	Student <i>occasionally</i> : Demonstrates awareness of differences and treats others with respect	Student <i>rarely</i> : Demonstrates awareness of differences and treats others with respect			
Ethical Behavior	Student <i>always</i> : Demonstrates personal, social and academic ethics by adhering to all policies in the student handbook	Student <i>consistently</i> : Demonstrates personal, social and academic ethics by adhering to all policies in the student handbook	Student <i>occasionally</i> : Demonstrates personal, social and academic ethics by adhering to all policies in the student handbook	Student <i>rarely</i> : Demonstrates personal, social and academic ethics by adhering to all policies in the student handbook			

- ETHICAL BEHAVIOR

Shaded column indicates targeted level of achievement for all students

*Scoring Guide: EE=Exceeds Expectation; ME=Meets Expectation; AE=Approaches Expectation; FE=Fails to Meet Expectation

Make-up work / Extra Help

Policies for make-up work and extra help availability varies by teacher. Refer to the course expectation sheets which every teacher provides to each student (and parents must sign) in September. Students with medical documentation, or other extenuating circumstances approved by an administrator will be afforded extra time.

Concussions: Full Academic Participation Stages

Current Stage	Priorities	School Actions	Student Actions	Parent/Guardian Actions
RED Injury	Complete physical and cognitive rest	<p>Athletic Trainer will notify nurse, athletic director and coach as applicable</p> <p>Nurse will notify guidance, administrator and athletic trainer as applicable</p>	<ul style="list-style-type: none"> • Out of school, rest and sleep. • Treat with rest, not pain medication. • No mental exertion- computer, texting, video games, homework. • No driving. • Stay well-nourished and hydrated. • Once symptom-free at rest, attempt 15 minute intervals of reading or writing. 	<ul style="list-style-type: none"> • Take the child to a primary care physician or ED if indicated. • Submit medical documentation to the school nurse or athletic trainer. • Reinforce limits at home. • Email or call the school nurse with an anticipated return to school date.

MUST HAVE NO SYMPTOMS AT REST AND WITH 15 MINUTES OF READING OR WRITING BEFORE MOVING ON TO ORANGE STAGE

Current Stage	Priorities	School Actions	Student Actions	Parent/Guardian Actions
ORANGE Recovery	School-Home communication. Recovering cellular health	<p>School nurse will notify the guidance counselor of the recovery stage.</p> <p>Guidance counselor will communicate with teachers.</p> <p>Teachers should: Categorize assignments. Postpone or excuse assignments based on priority. Communicate plans to parent and student. Most students will not be able to make up for all the missing work. Send student to nurse if symptomatic REMEMBER: students may not be able to self-advocate.</p> <p>Teachers should not: Assign tests or homework at this time. Expect multitasking in class----listening only</p>	<ul style="list-style-type: none"> Attend school part time, observing not participating Check in daily with the school nurse Rest if symptoms develop. Be patient with slow recovery, but get as much as possible out of class time. Complete homework assignments in 15-minute intervals, or stop if symptomatic to allow for recovery. Communicate with the teacher about progress or problems. NO AFTERSCHOOL ACTIVITIES 	<ul style="list-style-type: none"> Understand Gradual Return Plan. Confirm student understanding of each teachers' expectations of academic work. Communicate with teachers regarding progress and problems. Monitor symptoms. Remind students to rest if symptoms develop. Revisit primary care physicians if symptoms worsen or if the orange stage lasts >2 weeks.

MUST HAVE NO SYMPTOMS WITH PART-TIME SCHOOL DAYS BEFORE MOVING TO THE YELLOW STAGE

Current Stage	Priorities	School Actions	Student Actions	Parent/Guardian Actions
YELLOW Recovery	Gradual increase of time and energy as student resumes normal workload.	<p>School nurse will: Notify guidance counselors of the recovery stage.</p> <p>Guidance will: Schedule Team meeting if student has not recovered within 3 weeks of injury.</p> <p>Teachers should: Set dates for work completion Help students avoid scheduling more than one test per day.</p>	<ul style="list-style-type: none"> Attend full school days. Self-advocate. Maintain clear communication with teachers on priorities and due dates. Rest as needed. Once asymptomatic with full cognitive activity, check in with athletic trainer to schedule an Impact test, if applicable 	Clear communication with teachers on priorities and due dates. Revisit primary care physician or specialist if yellow stage >2 weeks.

MUST HAVE NO SYMPTOMS WITH FULL SCHOOL DAYS BEFORE MOVING TO THE GREEN STAGE

Current Stage	Priorities	School Actions	Student Actions	Parent/Guardian Actions
Green Full Academic Recovery	Complete resumption of normal academic activities.	Nurse will: Notify guidance of clearance for return to full academics. Guidance will: Notify teachers of students to return to full academics. Teachers <i>should</i>: Expect regular academic capabilities.	<ul style="list-style-type: none"> Negotiate participation in non-athletic activities pending academic performance 	<ul style="list-style-type: none"> Monitor symptoms Support Gradual Return to Play Plan Confirm with teachers that the student has completed work and is back to normal pace in class.
Must have no symptoms with full academic participation before beginning RETURN -TO -PLAY PROTOCOL				

Grades and GPA

A student's unweighted and weighted GPA's are calculated at the end of freshman, sophomore, junior years, and at the end of Term 3 senior year. GPA is calculated by averaging the individual course GPA's of all *leveled* courses completed at the time of the calculation. Unleveled courses, courses taken in summer school and courses taken at other high schools do not calculate into a student's GPA.

Letter Grade	Numeric Equivalent	Unweighted GPA	Weighted GPA		
			AP	Hon	CP1 & CP2
A+	>96	4.30	5.59	5.16	4.30
A	93-96	4.00	5.20	4.80	4.00
A-	90-92	3.70	4.81	4.44	3.70
B+	87-89	3.30	4.29	3.96	3.30
B	83-86	3.00	3.90	3.60	3.00
B-	80-82	2.70	3.51	3.24	2.70
C+	77-79	2.30	2.99	2.76	2.30
C	73-76	2.00	2.60	2.40	2.00
C-	70-72	1.70	2.21	2.04	1.70
D+	67-69	1.30	1.69	1.56	1.30
D	63-66	1.00	1.30	1.20	1.00
D-	60-62	0.70	0.91	0.84	0.70
F	<60	0.00	0.00	0.00	0.00
NC	n/a	0.00	0.00	0.00	0.00

(Note): WP, WF and I do not calculate into a student's GPA.

Honor Roll

Superior Honors: 3.70 Unweighted or weighted GPA

Honors: 2.90 Unweighted or weighted GPA

No grade below a C in any subject

No unacceptable conduct

A student who drops a course in a given term will not be eligible for Honor Roll that term

The report card will indicate if a student has achieved Honor Roll for the term

Progress Reports and Report Cards

<https://sis.dedham.k12.ma.us/public/home.html>

Progress Reports

Progress reports are for informational purposes only, to communicate where the student stands midway through the term. Progress report grades do not appear on the student's transcript. Progress reports will be issued to **all** students four times a year through PowerSchool.

Report Cards

Report cards are issued four times a year through PowerSchool. The final grade appears on the student's transcript.

Parent-Teacher Conferences

After a "Mock Schedule" Night in October, two conference dates are set each year, in October and March for individual conferences with the teachers. The purpose of these meetings is to give parents a brief assessment of student progress. We ask that these meetings be limited to **five minutes**. Parents are encouraged to contact individual teachers directly to arrange more in-depth meetings, or the guidance office for additional academic concerns. Parents are urged to call the school whenever there is a concern relevant to their children's educational program or school related issues.

Class Rank

Rank in class is determined in order to provide an indicator of the academic achievement of a student, relative to the other members of the class. Dedham High School calculates and reports class rank by decile (i.e. Top 10%, Top 20%, etc.), and the decile of the student is determined by his or her Weighted GPA. After sophomore year, an estimated decile will be calculated for each student. This estimate is useful for college planning during the student's junior year. Upon the completion of junior year, a decile ranking will be calculated based on cumulative Weighted GPA at that time. A student's final decile is reported to colleges as part of the transcript package (transcript, profile, counselor form). Prior to graduation, the students who earned the greatest cumulative weighted GPA will be selected as the graduating class's valedictorian and salutatorian.

A student may not be ranked if he or she transferred to DHS and did not complete two full years at DHS by the end of 11th grade, if the students will take more than four years to graduate, or if the student is in an out-of-district placement.

National Honor Society

<https://www.dedham.k12.ma.us/domain/131>

Course Directory

Dedham High School annually publishes a *Course Directory*. The *Course Directory* contains pertinent information on all academic programs and requirements as well as special programs.

We urge parents to review the *Course Directory* with their son or daughter. It is important that parents

and students understand the course content and make appropriate selections in regard to education and career goals. The Course Directory is available online at the DHS website.

<https://www.dedham.k12.ma.us/domain/130>

General Criteria for Leveling of Courses

The level at which a course is offered will affect the rank in class achieved by the student, but not placement on the Honor Roll. The curriculum for all courses has been aligned with the Department of Education frameworks as required. Level descriptions and expectations are detailed below.

Advanced Placement (AP)

These courses are extremely rigorous and follow a prescribed curriculum approved by the College Board to prepare students to take the AP examinations or submit portfolio assessments that are given in May. Colleges use data from these AP tests/assessments for admissions and placement purposes. In order for AP weight to be preliminarily factored into a student's GPA, the student must register to take the AP Examination/Assessment and submit the assessment fee to the school by the end of term one. Financial assistance is available upon request. Final AP label/weight will only be applied to a student's GPA when the student has completed the College Board's assessment at the culmination of the AP course. AP courses carry additional weight in computing grade point average. Because of the nature of AP classes and the commitment to a standardized assessment, students who take the AP exam are exempt from the final exam for that course. Since AP coursework involves college level assignments and content, a careful system of selection is employed in assigning students to these courses. Each department offering AP courses has developed criteria (available upon request) which students must meet.

Advanced Placement Contract

Students who opt to take AP courses at Dedham High School should understand the following general information.

- AP course syllabi/standards are written to meet first year college-level standards in each subject
- The courses are intensive as well as comprehensive in the subject matter
- The courses include extensive readings from a variety of sources (including authentic, primary resources as well as secondary, analytical resources)
- The reading must be done carefully and thoroughly by the students, with an eye to interpreting complex ideas, in-depth analyses, and historical context for the courses, teachers and students must adhere to this curriculum

This means that students enrolled in AP classes should anticipate the following:

- They will be required to do extensive independent work
- They will be thoroughly prepared for each class
- They will participate in the classroom activities in an active, mature manner
- They will devote a minimum of 5-8 hours per week outside the classroom to each AP course
- The students' grading in AP courses will be based on college-level course standards and will therefore be more demanding than standards used in other high school courses
- They are required to take the AP exam in May
- They are required to pay the cost (approximately \$90) for the exam in the fall.
- The guidance department will send letters to the colleges of those students who do not take the AP exam informing them of this development
- There is an expectation of summer work

Each individual AP teacher will have specific requirements for his/her course. Students are expected to meet the more specific requirements established by each AP subject teacher. ***Students and parents will sign a contract.***

Honors (H)

Courses contain considerable enrichment and acceleration. Significant independent and peer work is required. There will be little practice or repetition within the classroom. Instruction will assume that students are able to grasp concepts on initial presentation, and will, therefore, emphasize research, observation, critical analysis, synthesis and problem solving. Students are expected to be able to show

initiative with respect to organization of time, classroom assignments and extensive research projects. Coursework prepares students for highly competitive four year colleges.

College Preparatory I (CP I)

Courses go beyond the required standards. The pace is quick and very rigorous. Considerable independent and group work is required within a structured environment. Consolidation and application of concepts are developed both independently and with teacher guidance. Students will be able to demonstrate good organizational skills to manage daily assignments and in-depth research projects. Emphasis will be on problem-solving and critical analysis. Students will be encouraged to demonstrate creativity and evaluation of material. Coursework prepares students for competitive four year colleges.

College Preparatory II (CP II)

Courses focus on mastery of essential standards. The pace is deliberate and rigorous. Independent and group work with directed instructional support within a structured environment is provided. Consolidation and application of concepts are developed both independently and with considerable teacher guidance. Emphasis will be on problem-solving, and application of material. Students will be encouraged to find evidence to support generalizations and demonstrate creativity. Students will develop organizational skills to manage daily assignments and research projects coursework prepares students for two or four year colleges.

Unleveled (U)

Courses either meet less than five (5) times in each seven (7) day cycle, do not meet for the entire school year, or are designed to address specific academic needs. These are general criteria for leveling used by each department. Levels differ in coverage and intensity in order to meet the ability, achievement, and needs of the student. Students are programmed at the appropriate level in each subject area and may move from one level to another whenever warranted. Students have the prerogative of deciding the level of the course, which they choose with the understanding that the responsibility to achieve is theirs. If the decision is in conflict with the recommendations of the school, it shall be noted on the course worksheet. A meeting with the student's guidance counselor is always recommended.

Independent Study

A course in Independent Study that meets daily will be included in the rank process as a CP 1 class, with the approval of the Principal and the Director of Guidance. All courses that meet less than the total number of meetings in the cycle are unleveled and therefore are not included in the rank process.

Course Registration

Course Selection

Programs for the next school year are made out in February-March. Only when it is in the best interest of the student will he/she be allowed to drop a subject after the program has been finalized. A conference including the teacher, the student, the student's guidance counselor and the student's parents must be arranged before a change in schedule will be allowed. Signing up for a class is a commitment between the school and the student. This commitment must be upheld within reason.

Course Changes

When a student selects a particular course during the scheduling process, it is in effect, a contract between the student and the school. The school agrees to offer each course listed provided that sufficient numbers of students enroll, and the student commits to participating in the course should it be offered. A change in program will not be allowed once the student program has been finalized. The only exception to this rule will be made on the recommendation of the classroom teacher with the approval of the parent, department chair and the administration.

Course Change Policy

1. Students must always meet with their counselors to request a course change.
2. During the Add/Drop Period (first five school days of the year/semester), a student may add or drop courses to or from his/her schedule without any penalty or notation on his/her transcript.
3. After the Add/Drop Period through the end of the first marking quarter, any student wishing to add or drop a course must complete a course change form obtained from the classroom teacher. Any student who drops a class during this time will receive a withdrawal/pass or withdrawal/fail on his/her final transcript for the course dropped, based on the grade at the time of the drop, or will have the up-to-date grade transferred to a new class section, only if switching levels.
4. Any schedule change made after the first marking quarter is done at the discretion of an administrator. Beginning on the first day of the second marking quarter, any student who drops a course will receive an F on his/her final transcript, which will be averaged into both the student's weighted and unweighted GPA, unless an administrator chooses to waive the F due to individual extenuating circumstances.

Summer Credit Recovery Program

Admission to Summer Credit Recovery Program and obtaining graduation credits:

1. A student who has been in a course for a full year but fails that course may makeup and receive full credit for the course under the following conditions:
 - Must pass 2 terms in the school year or attain an average of at least 50%
 - Attend an accredited summer school program approved by the Principal or Director of Guidance
 - Receive approval from the Principal or other designated authority before registering for summer school
 - Take the same course at the same level, the summer of the year in which the course was failed
 - Not miss more than 3 classes (3 tardies equal 1 absence)
 - Successfully complete the course
 - Receive from the Summer Credit Recovery Program the student's record of attendance, final exam work and final grade and deliver this written document to the Director of Guidance
2. To be accredited, a Summer Credit Recovery Program must provide instruction as follows:
 - Tests and materials used must be consistent with those of an accredited public high school
 - Each class shall meet for at least one hour (preferably longer) per day, five days per week for a minimal six-week period
 - A final examination shall be administered by the summer school and a final grade given to the student
3. Private tutors or self-directed study will not be accepted for credit.
4. A student may not take more than 2 make-up courses in the current year.
5. Summer Credit Recovery Program courses will not be accepted as prerequisites for sequential subjects.
6. Summer Credit Recovery Program courses will not be accepted as substitutes for courses offered during the regular school year at Dedham High School.
7. Up to 2 1/2 credits per course may be granted for enrichment courses successfully completed in a summer school program. A maximum of 7 1/2 such credits may be allowed for graduation
8. The Principal will make the final decision on the awarding of all credits
9. A department chair may require that a student who passes a sequential course by attending summer school, pass the department final exam in order to continue to the next level of the sequence
10. Students returning to Dedham High School for a fifth year must take and pass at least twenty-five (25) credits in order to graduate.

4. Co and Extra-Curricular

CO-CURRICULAR ACTIVITIES

Please go to www.dedham.k12.ma.us/pages/Dedham_High_School/Students/co-curricular see all co-curricular activities.

ATHLETICS

Dedham High School, a member of the Tri Valley League, offers a diversified athletic program that extends throughout the entire academic year. In their proper season interscholastic competition is held in football, lacrosse, cheerleading, soccer, cross-country, volleyball, indoor and outdoor track, swimming, field hockey, basketball, hockey, wrestling, tennis, golf, softball, and baseball. Most sports are conducted on a varsity, junior varsity and freshman level. All varsity players who meet standards set up by the Principal and the Athletic Director are awarded "Letters" at the various Sports Banquets. The Massachusetts Interscholastic Athletic Association and our own Principal set up athletic rules. Many of our athletes have been able to advance their educational and career plans as a result of their efforts on the athletic fields.

Interscholastic Athletic Program

The interscholastic athletic program at Dedham High School is committed to the Mission Statement of Dedham Public Schools. Our mission is to help all of our students to achieve academic excellence to the level of their ability; to foster a community of lifelong learners; to equip students to meet the challenges of a changing world, and to encourage our students to develop responsibility to themselves and their community. Athletics provide an opportunity to extend the values and ideals developed in the classroom as students constantly strive toward the development of being well-rounded individuals.

Tryouts for programs are open to all students providing they meet the standards of academic eligibility, school citizenship and basic physical/health qualifications. Participation in the program, therefore, is a privilege earned by students who meet and maintain these standards.

Dedham High School is a very proud member of the eleven-school league known as the Tri Valley League. The conference is governed by the MIAA and its own constitution. Most game schedules, at all levels of competition, are set by the League.

Participation in any and all athletic activities will require a student-athlete to present to his or her coach a completed copy of the Interscholastic Athletic Permission Form & Nurse's Release before the first tryout or practice session. Permission forms are distributed at the candidates meeting prior to the start of each season, and can also be obtained in the Athletic Office or online. Copies of all current physical examinations **must be kept on file** with the nurses. A **current physical** is that which was given no more than thirteen (13) months prior to the beginning of each season. Student-athletes will not be permitted to participate in an activity, under any circumstances, until a completed permission form is received.

Fall Season - *Practice starts usually before Labor Day. Football usually starts two (2 1/2) weeks before Labor Day. The other sports are 10 days before Labor Day.*

<u>Sport</u>	<u>Level</u>
Football	Freshman, JV, Varsity
Boys Soccer	Freshman, JV, Varsity
Girls Soccer	Freshman, JV, Varsity

<u>Sport</u>	<u>Level</u>
Girls Volleyball	Freshman, JV, Varsity
Field Hockey	Freshman, JV, Varsity
Boys Cross Country	JV, Varsity
Girls Cross Country	JV, Varsity
Golf	Varsity
Cheerleading	Varsity
Swimming	Varsity

Winter Season - Practice begins the Monday after Thanksgiving.

<u>Sport</u>	<u>Level</u>
Boys Basketball	Freshman, JV, Varsity
Girls Basketball	Freshman, JV, Varsity
Wrestling	JV, Varsity
Boys Ice Hockey	JV, Varsity
Girls Ice Hockey	JV, Varsity
Boys Indoor Track	Varsity
Girls Indoor Track	Varsity
Cheerleading	Varsity

Spring Season - Practice begins the third Monday in March.

<u>Sport</u>	<u>Level</u>
Baseball	Freshman, JV, Varsity
Softball	Freshman, JV, Varsity
Girls Track	Varsity
Boys Track	Varsity
Boys Tennis	JV, Varsity
Girls Tennis	JV, Varsity
Boys Lacrosse	Varsity
Girls Lacrosse	Varsity

Requirements of Athletic Participation:

An athletic fee of \$75.00 has been established for all sports per season. The athletic fee is non-refundable. Families will pay a maximum fee of \$300. All sports are open to all Dedham High School students' grades 9 to 12. Students must pay this fee prior to drawing equipment unless a waiver has been granted. Waivers may be obtained through the Athletic Director.

Students who leave the team voluntarily, or who are dropped from the team by a coach, Athletic Director or Principal, for disciplinary or scholastic deficiencies are not eligible for a refund. **All payments must be made on-line payable to Dedham High School.** All payments will be deposited in the Athletic Department revolving account to defray the cost of the Interscholastic Athletic Program.

No fee will be required of those pupils entitled to a free/reduced school lunch under existing Federal and State regulations. Parents must sign the User Fee Waiver Form and Sharing Information Form.

Academic Requirements:

A student must secure, during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility), a passing grade in the equivalent of five subjects.

To satisfy this requirement, a student must have passed sufficient courses for that marking period, which carry credits totaling the equivalent of five 1-year courses, i.e. 25 credits. To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of five 1-year courses. Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents of all students within a particular class.

Note: MIAA rules allow for a student to take the equivalent of what we would traditionally consider to be four one-year major courses. Athletes at high schools that implement a block schedule that includes four (4) courses that are awarded 5 credits each would need to require that a student pass at least two (2) of the four courses to be eligible for athletic participation under MIAA basic standards. Incomplete grades may not be counted toward eligibility.

The questions you must ask in determining equivalency are:

- a) How many minutes per day/week/semester does this course meet?
- b) How many credits will be offered for this course?
- c) Is this equivalent to past academic requirements?

The Dedham Coaches Association in cooperation with the Dedham High School Athletic Department wishes to inform both athletes and parents that during the season of practice or play, a student shall not, regardless of quantity, location or time, use or consume, possess, buy/sell or give away any beverage containing alcohol, tobacco products, marijuana, steroids, or any controlled substance. Any report by an outside agency will be dealt with appropriately. The Memorandum of Understanding between the Dedham Public Schools and the Dedham Police Department will be enforced. (See Memorandum of Understanding, page 41-44) – under review.

- a) The Drug and Alcohol Abuse Policy #5132 Section IV-1, calls for an immediate three-to-ten-day suspension from school for the first offense.
- b) A student who has been dismissed from a particular team will forfeit his/her rights to any and all awards* that might have been forthcoming from participation in that sport. (*Examples of such forfeiture would be the school's award letters, all-star status, and any nominations on his/her behalf to the league or state selection committees.)
- c) The student who violates the above-mentioned policy will forfeit any and all of his/her user fees.
- d) Students must abide by the rules and regulations set forth by his/her coach and the Athletic Department.
- e) Students dismissed from the team for any infraction may appeal their dismissal to the Director of Athletics and then the building Principal.
- f) All students must be in attendance at school in order to participate in practice or play in a game that day.
- g) If a contest is scheduled for a weekend, or over a school vacation, the student must be in attendance the preceding Friday.
- h) During the season a student who misses a practice or game without prior approval will be subject to disciplinary action.
- i) Once an athlete begins pre-season practice (pre-schedule) for a particular sport that athlete will only be allowed to leave the sport to play another within the same season with the written consent and approval of both coaches involved as well as the Athletic Director.

Sportsmanship for Student Athletes

Respect for the sport in which the Dedham High School student athlete participates also demands respect for the opponents and game officials. Student-Athletes participating in MIAA sponsored events are expected to treat opponents and referees with respect. There will be absolutely no tolerance for disrespectful name-calling, trash talking, taunting, or baiting of opponents. Dedham High School student athletes must appreciate and understand that they are perhaps the most visible representatives of their school. In addition, their behavior is observed and emulated by many who are younger. Dedham High School student-athletes must honor the responsibility that accompanies the privilege of representing their school by behaving with dignity and class on or off the field. **IF ANY STUDENT, IN ANY SPORT, WILLFULLY, FLAGRANTLY, OR MALICIOUSLY ATTEMPTS TO INJURE AN OPPONENT, HE/SHE SHALL NOT PARTICIPATE IN ANY SPORT SEASON FOR ONE YEAR FROM THE DATE OF THE INCIDENT.**

For a more comprehensive understanding of athletics at Dedham High School please review The Student Athlete Handbook available online at <https://www.dedham.k12.ma.us/Page/2064>

- Only when you are **symptom-free and back to full academic participation** may you begin these steps for return-to-play. Step 1 is on the day following your 1st symptom-free day!! You must check in with your athletic trainer everyday PRIOR to practice to review these steps.
 - **Step 1: Light Aerobic Exercise Limit to 30 minutes**
Walking, stationary cycling, light jogging
No heavy exertion
 - **Step 2: Sport Specific Training**
Stretching routine, agility drills, change of direction, sprinting
No extended exertion
No contact
No helmet or equipment
 - **Step 3: Light Contact Training**
Resume body contact drills, **limit direct head contact** (tackle drills in football, heading in soccer, checking in hockey). Wear helmet if appropriate, light resistance training (weight lifting)
 - **Step 4: Full Contact PRACTICE**
Participate in all areas of practice, contact is allowed, resistance training is full.
 - **Step 5: Game Play Clearance**
Full participation
- If any post-concussion symptoms develop at any stage, drop back to the previous level and try to progress again after 24 hours.
- No medication may be taken at any step of the progression. This is to prevent the masking of symptoms which could indicate a more serious underlying condition.

5. Code of Conduct

Dedham High School's core values of *rigor, relevance, responsibility, relationships, and respect* guide the behavior of all community stakeholders. Minor infractions of school rules may be handled in the afternoon detention session held from 2:15 p.m. to 2:45p.m. Improper action in the detention session will result in further action being taken by the school authorities.

Corridor Conduct

Students are allowed to enter school prior to 7:30 a.m.; however, they must remain in the main entry area, and the E wing first floor corridor, the A wing first floor corridor, cafeteria or library. All other areas are out of bounds unless accompanied by a staff member. Traffic should move smoothly through the corridor, with no loitering on stairs, in corridors, at lockers, or in the foyer area. After the final bell ending the school day, students are allowed 15 minutes to exit the building unless remaining after school for extra help, make-up work, co-curricular activities, or school sponsored activities.

Student Passes

No student should be in the corridors during class periods without a pass issued and signed by a staff member. A student assigned to academic support who desires to visit another area must obtain a pass from the teacher in charge of said area and present it to the receiving teacher.

Attendance

The official attendance in school is taken during the third period of classes. Students reporting to school late must report first to the appropriate Assistant Principal's office. This will assure the accuracy of the school's attendance records. Attendance is also taken for each period of the day.

Attendance Policy

Any student who has five (5) or more unexcused absences from a class that meets five (5) times in a seven (7) day cycle during any marking period will receive no credit for that subject for that term.

Any senior who has three (3) or more unexcused absences from a class during the fourth (4th) marking period will receive no credit for that subject for that term.

Any student, who has seventeen (17) or more unexcused absences from class in a year-long course, or 9 in a semester course, meeting five (5) times in a seven (7) day cycle, will not receive credit for that course. If a student receives no credit for a subject during any term it will be reported as an "NC" on the report card and be calculated as a 50.

A doctor or nurse practitioner's note will excuse absence(s) from class provided that the note is written on the doctor's or nurse practitioner's stationery, showing the name of the patient (student) and stating that the student was under his/her care for a particular time interval. Dates **MUST** be included, an open-ended/blanket doctor or nurse practitioner's note will not be accepted. The DOCTOR or PRACTITIONER ONLY must sign the doctor or nurse practitioner's note. No signature stamps or copies will be accepted. The doctor or nurse practitioner's note must be brought to the Assistant Principal no later than **two weeks** after the student's return to school. If the above procedure has been followed, the excused absence will be accepted for the dates included in the doctor's/nurse practitioner's note. Work assigned during an excused absence must be made up within a two-week period, and it is the student's responsibility to follow up with teachers to ensure that make-up work is completed within this timeframe.

Absences may also be excused (with proper documentation) for court appearances, death in the immediate family or death of a classmate. If a student's absence from class is excused under the above criteria, credit for class will be awarded provided that the student has made up all necessary work for the class. In the case of extended absences, a home tutor may be retained from the school.

STUDENTS ABSENT FROM SCHOOL FOR VACATION PURPOSES WILL BE CONSIDERED ABSENT IN ALL OF THEIR CLASSES. **THESE ABSENCES WILL NOT BE** EXCUSED. PARENTS ARE STRONGLY URGED TO SCHEDULE STUDENT VACATIONS IN ACCORDANCE WITH THE PUBLISHED SCHOOL CALENDAR.

All students at Dedham High School are required to attend all assigned classes, academic support class, and lunch. Since consistent attendance is a primary indicator of success in school, we ask for everyone's support in making sure that all students attend school each day.

Attendance Buy-Back Policy

Any student who has been absent will have the opportunity to buy back (i.e., waive) up to one day of absences each term, according to the following guidelines:

- Inform your Assistant Principal of your intention to buy back a day and obtain the appropriate form
- Show that form to each of your teachers for initialing on the first day
- Attend school for seven consecutive days without incurring any tardiness or any discipline referrals
- Complete all assignments (including homework) for seven consecutive days
- On the seventh day, have each teacher re-sign the form, verifying your attendance and class work
- Return the form at the end of the seventh day to the Assistant Principal's office
- If the student successfully fulfills the above guidelines, a one-day waiver will be granted
- Students must check in with teachers regarding potential field trips or other issues.

Absence

Whenever a student will be absent from school, the parents must inform the administration prior to 8:00 a.m. by calling the attendance line at 781-310-1180 or 781-310-1100. An administrator will call homes when there is no information. An automated call will be made home at 10:00 a.m. when a student has been marked absent.

If a student will be absent for an extended period of time due to illness or injury, it is the responsibility of the parent or guardian of the student to notify the appropriate guidance counselor as soon as possible to request assignments and tutor information if necessary. A lack of communication will result in a house visit by an administrator or SRD.

Tardiness

Late to Class - If a student knows he/she cannot reach a room on time, he/she is to obtain a pass from the teacher who can account for his/her tardiness. If he/she cannot obtain a pass at that time, the receiving teacher will admit the student and then decide whether the student should stay after school or bring a pass, which can be obtained later. The Main Office does not issue passes for unexcused tardiness to class. A student who is habitually tardy to class will be referred to the office where he/she will be issued a warning, a subsequent tardy to that class will result in an office detention. An automated call will be made home at 10:00 a.m. when a student is tardy to school.

Tardy Rules

The warning bell for school rings at 7:25 a.m. Students must be in their Block A classroom and in their seat when the order bell rings at 7:35 a.m. If a student is late for the Block A class, he/she will be recorded as absent by the Block A teacher. Students entering school after 7:35 a.m. must report to the Assistant Principal's office. Students failing to follow this procedure will receive no credit for any class that they attend that day.

Up to four tardies per term will be allowed without disciplinary action. On the 5th tardy students will be assigned after-school detention. When a student is tardy for the tenth time an administrator may require a parent/guardian meeting to accompany the student to school whenever the student is late. Additional disciplinary consequences may apply.

Additionally, any student who misses the first period without an approved excuse will be considered cutting that class.

Dismissal

Illness - If a student becomes ill or is injured during the course of the school day, the nurse will make a professional assessment of the student's condition based on his/her signs and symptoms. The parent will be contacted and informed of the nurse's professional assessment and the parent will be responsible for the decision on dismissal. Students dismissed through the Health Office will not be allowed to walk or drive themselves home, unless parental permission is granted.

Dismissal for reasons other than illness is discouraged when appointments can be made after school hours. If, however, such a dismissal is absolutely necessary, it can be authorized by one of the administrators. A note from the student's parent/guardian is necessary; a dismissal request by phone or fax cannot be honored.

The student will present an office dismissal pass to the classroom teacher at the beginning of the period before being dismissed.

Departing Prior to Official Close of the School Year

The following policy will govern the dismissal of students prior to the official close of school:

1. A form must be completed which indicates:
 - a. Student's name.
 - b. Date of exit.
 - c. Reason for leaving prior to the official close of school.
 - d. Parent's signature confirming request.
 - e. Principal's signature showing approval or disapproval.
 - f. Appropriate signature blocks for staff members with whom the student must clear and discharge all responsibilities.
2. Grades for students exiting prior to the official close of school:
 - a. For legitimate and acceptable reasons, such as illness requiring students to remain home, or hospitalization, the grade for the 4th marking period will be as of the date last attended with final exam excused.
 - b. For legitimate but unacceptable reasons, such as vacation or travel:
 - The student may return to take the final exam on the day that it is scheduled
 - If date of departure is during the exam period, the student **must** make arrangements to take final exams, with administrative approval
 - If the final exam is not taken there will be an appropriate reduction in the final average
 - For unexpected exit prior to the official close of school, an F grade will be recorded as the score for the final exam and will be so computed
 - Unexcused absenteeism and tardiness during the school year will be taken into consideration when granting permission for exit prior to the official close of school
 - The absentee policy with regard to course grades will still be in effect when permission is granted under
3. Final exams are not administered prior to the first day of the exam schedule.

Student Participation in School-Sponsored Activities

Any student who is absent from school on the day of a practice, meeting or actual activity (i.e. game, play, show, tournament, prom, etc.) will not be allowed to participate in the school-sponsored activity. Any student who is absent on a Friday will not be allowed to participate in a weekend school-sponsored activity unless previously approved by an administrator. All students attending a school-sponsored dance/activity will be subject to a breathalyzer test. Students attending a school-sponsored dance may not leave more than one hour prior to the end of the dance without parental permission.

Academic Integrity

At Dedham High School we believe that academic integrity and honesty are cornerstones of learning in a democratic society. Fundamental to development of character is a willingness to be honorable and responsible. Specifically, we wish to emphasize our concern in two areas: **cheating** and **plagiarism**.

The consequences of cheating and plagiarism will be the loss of credit and in some cases no credit at all on the quiz, test, examination, project, or homework assignment etc. The staff member will report the incident in writing to the appropriate administrator and disciplinary action is possible after the student is afforded due process. Disciplinary action can range from a warning, suspension, and/or removal from school leadership positions including but not limited to National Honor Society. A repeat of this action could result in a failure grade for the entire course. A repeat of this action could result in a failing grade for the entire course. The staff member will document the incident in writing with a copy going to the department chair and to the appropriate administrator.

In all cases involving academic integrity, the teacher will contact the student and parent(s) so that all facts are clear and consequences are known.

Cheating

Cheating is any action that gives an unfair advantage to a student. (Random House Dictionary) examples of cheating are (but not limited to):

- Copying another's homework and indicating that it is yours
- Using unauthorized notes, "cheat sheets," or looking at another's work while taking a quiz or examination/test
- Using signals or talking during a quiz or examination/test
- Allowing another to copy work or assignment
- Giving information about a test to members of another class who have the same course in the same year or subsequent years
- Damaging the projects/work of others
- Accepting unauthorized assistance with project, take home quiz or assignment when the intent of the assignment is to have you demonstrate your ability in the matter
- Group text messages that reference any information as stated above

Plagiarism

Plagiarism is the act of stealing the language, ideas or thoughts of another and representing them as your own original work (Random House Dictionary). Examples of plagiarism are (but not limited to):

- Paraphrasing a passage in a book without using a citation or bibliographic entry to indicate the source
- Submitting an assignment in part or whole that has been copied from a published source or downloaded from the computer
- Having another complete a project for you and then submitting it as your work
- Not using proper documentation or bibliographic reference
- Plagiarizing on line and not citing all websites that are used as sources

Discipline Code / Guidelines

Cutting Class

Any student who misses a class two times in any marking period by cutting that class shall receive a failing grade (50) for that term. Any work missed during that class needs to be made up by the end of that school day, if not the work will be considered a 0. A cut is defined as missing fifteen (15) or more minutes of class without an authorized excuse.

Saturday Detention Program

At the discretion of the School Administration, a student may be given the opportunity to participate in an academic/work program on designated Saturdays from 8:00 a.m. to 11:00. This program is in lieu of a suspension. Parents will be notified and students would be required to arrange their own transportation. Students who fail to attend Saturday Suspension without an approved reason will be suspended on the next school day.

Suspension

Reasons for Suspension

The following breaches of discipline are severe enough to be cause for suspension from Dedham High School:

- Disrupting the classroom teaching/learning process (1-3 days)
- Using abusive, profane or obscene language. (1-3 days)
- Insubordination/non-compliance with a reasonable request made by any staff member (1-3 days)
- Failure to identify oneself to any staff member (1-3 days)
- Cutting class (1-3 days)
- Smoking in school or on school grounds (1-3 days)
- Possession of smoking materials (e.g. tobacco products, lighters, pipes, cigarette holders, or e-cigarettes etc.) will result in confiscation. Material will only be returned to the parent/guardian (1-3 days)
- Leaving school grounds without permission (1-3 days)
- Continued disregard, disrespect, and disobedience of school rules (3-10 days)
- Bullying 1-10 days. (see page 32)
- HAZING, actions or harassment or violence upon an individual. (1-10 days depending upon severity)
- Theft (1-10 days, plus restitution)
- Gambling and or use of gambling materials (1-10 days, plus restitution)
- Fighting and/or provoking a fight with other students or school employees (3-10 days)
- Assault of another student or school employee (3-10 days, referral to police, possible expulsion)
- Vandalism of school property or to property belonging to a school employee (3-10 days plus restitution, referral to police, possible expulsion)
- Possession of, use and/or sale of alcohol, weapons or gunpowder device, drugs or other illegal substances while under school supervision during school hours or at a school event (3-10 days, referral to the police, possible expulsion)
- Disruption of the school progress in general, such as bomb scares, false alarms, or false information additionally (5-10 days, referral to police, and possible expulsion)
- Behavior that disrupts the good order of a school (public place)
- Any action or activity that leads to or contributes to an unsafe situation
- Violation of the Acceptable Use Policy, or the Electronic Device Policy
- Under the influence of alcohol or drugs
- Disseminating without permission photos, video, or audio of a member of the school community
- Any criminal activity (1-10 days)
-

Out of School Suspension

Suspension means that a student is not permitted to attend school for a specified time period because he/she has violated the Dedham High School discipline code. Students suspended are not to be in school, on school grounds, or at school activities at any time during their suspension. A parent/guardian conference must be held before the student is readmitted to school, if deemed necessary by the Assistant Principal. Suspended students are responsible for obtaining and making up work missed during the period of suspension. Out-of-school suspension is an unexcused absence from school.

Detention

The following are prohibited in general as contrary to good behavior and carry a penalty of office referral and/or detention:

- Tardy to school or class
- Being unprepared for class
- Lack of participation in class after several redirections from the teacher (e.g., head on the desk)
- Dress code infractions
- Use of non-approved electronic devices
- Wearing of or possession of hats/head covers (unless approved by an administrator)
- Classroom disruption
- Any disruption of the educational process
- **Students who fail to serve detention or who continue to receive detention for the same**

offense may be assigned a Saturday Detention or an Out of School Suspension

Expulsion

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, is 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 educational staff on school premises or at school sponsored or school related events including athletic games, is subject to expulsion from the school or school district by the principal.
3. Any student who repeatedly violates the Discipline Code/Guidelines, and has been subject to multiple suspensions, as well as other attempts at behavioral modification, is subject to a recommendation for expulsion. Any student who is charged with a violation of either paragraph (1) (2) or (3) shall be notified in writing of an opportunity for a hearing and provided, the information that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. Any student who has been expelled from a school district pursuant to these provisions shall have five days (5) from the date of expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Discipline for Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook Chapter 71B of the Massachusetts General Laws requires 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 Program (IEP). The following additional requirements apply to the discipline of special needs students.

1. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
2. The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. Parents of students who are on IEP's have the right to appeal to the courts on decisions for suspensions that exceed ten (10) cumulative days.
4. When it is known that the suspension (s) of a special needs student will accumulate to ten days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 - Design a modified program for the student or
 - Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations. In addition, the Department of Education will be notified as required by law and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed

As circumstances warrant, discipline will be affected on an individualized basis. Unless stipulated by statute, final appeals will be made to the Principal.

Discipline of Students Whose Eligibility for Special Education is Suspected:

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in

writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel.

However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be.

If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

6 Legal Policies

STUDENT RIGHTS AND STANDARDS OF CONDUCT

A school functions best when it has a unity of purpose: to promote respect for self, others, and learning. It is important to create a learning environment where students can grow as individuals, learn how to think for themselves, learn when to talk and when to listen, see another person's side of things, and be part of a community. These qualities are valuable lifelong learning tools. Mutual respect, common expectations, procedures, cooperation, and consequences are necessary to achieve this goal within the community.

STUDENT RIGHTS: Due Process Procedures

PROCEDURES FOR SHORT-TERM, OUT-OF-SCHOOL SUSPENSIONS (10 CUMULATIVE DAYS OR LESS IN A SCHOOL YEAR)

Except in the case of an **Emergency Removal** as provided on page [], prior to imposing a short-term out-of school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following: a) the disciplinary offense; b) the basis for the charge; c) the potential consequences, including the potential length of the student's suspension; d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; e) the date, time, and location of the hearing; f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate; Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and parent/guardian.

2. **Efforts to Involve Parent/Guardian:** The administrator will make reasonable efforts to notify the parent/guardian of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. **Decision:** The administrator will provide written notice to the student and parent/guardian of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing. The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

PROCEDURES FOR LONG -TERM SUSPENSION

Except in the case of an Emergency Removal provided on page [], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section C above, plus the following: a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not; b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; c) 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; d) the right to cross-examine witnesses presented by the school district; e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent/guardian by hand delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and the parent/guardian.

If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language: a) 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 b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal. No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption. The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student. The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the

administrator will provide the following, as applicable to the length of suspension:

- 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 other applicable matters;
- Provide written notice to the student and parent as outlined in Procedures for Short-Term Suspension on Page __ and Procedures for Long-Term Suspension on Page __, as applicable.
- Provide the student an opportunity for a hearing with the administrator, as applicable, 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 administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day. An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to Superintendent or his/her Designee (for long term suspensions)

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent or 27 his/her designee. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must 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. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause. The following apply:

- The superintendent will make a good faith effort to include the parent/guardian in the hearing. The superintendent will 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 will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will 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 will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision. The decision of the superintendent constitutes the final decision of the school district.

Discipline of Special Needs Students

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible Dedham Public School District students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. In general, Dedham Public School special education students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's special education Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination"). If the Team determines the behavior was not a direct result of the

student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new Individualized Educational Program. The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student. In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others. When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education who can be reached at 781-310-1025.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does IDEA. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Counseling who can be reached at 781-310-1025.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized under the Discipline of Special Needs Students also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 781-310-1025.

Bullying/Harassment

On Monday, May 3, 2010, Governor Deval Patrick signed the much anticipated anti-bullying bill into law. The bill was passed unanimously by both the Senate and House of Representatives after it emerged from a joint conference committee. Massachusetts is now the forty-second state in the country to have anti-bullying legislation. The law is aimed at addressing the issue of bullying and cyber-bullying in schools. While Massachusetts lawmakers have been considering versions of this bill for quite some time, two recent bullying-related suicides in South Hadley and Springfield caused this legislation to receive top priority.

The law, which includes strict mandates for reporting all suspected incidents of bullying and cyber-bullying, is being heralded as one of the toughest anti-bullying laws in the country. Where school districts up until now have not had a clear blueprint to follow when incidents of bullying and cyber-bullying were suspected, this new law will guide school districts in the identification, investigation and response to incidents as they arise. With the vast increase in the use of technology and social networking by students, much of which occurs off school grounds during non-school hours, administrators have rightly questioned the extent to which a school district has a right, and indeed an obligation, to intervene. This new law provides much needed guidance. There are numerous provisions of the law about which school personnel should be aware. Among them are the following:

- "**Bullying**" is defined as "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."
- "**Cyber-bullying**" is defined as "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 facsimiles 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 the 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."
- The act applies not only to "school districts," but also to charter schools, "approved private day or residential schools," and schools run by educational collaborative. Major portions of the act also apply to "non-public" schools.
- As expected, bullying and cyber-bullying are prohibited on school grounds and at school functions, as well as on property adjacent to school grounds, at bus stops and on school buses or on any school owned or leased vehicle. Additionally, the law states explicitly that bullying and cyber-bullying that is transmitted through the use of technology or an electronic device that is not owned or operated by the school and that occurs at a location or activity that is not school related will constitute prohibited bullying "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. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs." In other words, if bullying and cyber-bullying occurs off of school grounds through the use of students' private electronic devices, it will constitute bullying for school purposes if the action results in a hostile school environment for the victim(s). The term "**hostile environment**" is defined in the law as "a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education."
- Each school district or school shall develop and adhere to a bullying prevention plan that is developed through consultation with administrators, teachers, staff, students, parents and law enforcement. The plan must include a notice and public comment period and must be updated at least biennially. The law very explicitly details what elements must be included in the plan, which include but are not limited to how to report bullying, clear procedures for responding and investigating, the range of disciplinary sanctions available, strategies for protecting the victim(s), notification to the parents of the victim(s) and bully(ies), and ongoing professional development for all staff members. School districts must file their bullying prevention plan with the Department of Elementary and Secondary Education ("DESE") on or before December 31, 2010.

- Any member of a school staff must immediately report any instance of bullying or retaliation that the staff member has witnessed or becomes aware of to the building principal or the school official identified as receiving such reports.
- Upon receipt of such a report, the school principal or designee will immediately conduct an investigation. If it is determined that bullying or retaliation has occurred, the principal or designee shall notify local law enforcement if it is thought that criminal charges may be pursued against the perpetrator, shall take appropriate disciplinary action, and shall notify the parents or guardians of the victim(s) and perpetrator(s). The law also requires that, "to the extent consistent with state and federal law" (which seemingly is a recognition of the restrictions imposed by FERPA and by state student record regulations) the parents or guardians of the victim are to be notified of the action taken to prevent further acts of bullying or retaliation.
- Each school district shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum and shall be "evidence based."
- The law requires that professional development be provided to all educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, advisors to extracurricular activities, and to paraprofessionals in the prevention, identification, and response to bullying. DESE is charged with identifying and offering alternative methods of meeting this professional development requirement with at least one option being available at no cost to the school districts.
- The law creates new criminal statutes, both felony and misdemeanor in nature, for bullying activities.
- The law creates a 7 member "special commission", one member of which will be the Attorney General or designee who will act as chair, to focus on bullying on an on-going basis.

The law delegates to DESE the task of publishing a model plan for school districts to consider as they are developing their own plan. Additionally, DESE is charged with promulgating regulations and with compiling a list of bullying prevention and intervention resources, evidence-based curricula, and best practices and academic-based research. These resources will all become available to school districts as they begin the task of coming into compliance with the requirements of this new law.

In summary, this law provides both guidance and challenges to school districts moving forward. However, once the prevention plan is in place and staff is trained, it is hoped and anticipated that this law will have the intended effect of reducing the incidents of bullying and cyber-bullying in schools by sending students the clear message that such behavior will not be tolerated as schools continue in their mission to ensure a safe and secure learning environment for all students.

Bullying/Harassment Complaint Process

Filing a Complaint

The Assistant Principal(s) at Dedham High School are designated the "Complaint Manager(s)" for the purpose of receiving complaints of bullying or harassment. A person who wishes to file a complaint of harassment should meet with an Assistant Principal as soon as possible to register a complaint. Students may ask a faculty or staff member to be involved in the complaint process. The Assistant Principal will interview the student and assist him/her. If the student does not feel comfortable speaking to the Assistant Principal, he/she may contact another administrator to report any event(s) regarding harassment.

Investigating the Complaint

The Assistant Principal will conduct an investigation.

Resolution and Corrective Action

The Assistant Principal will meet with the grievant to review the information gathered and, if applicable, to propose a resolution to the complaint. Corrective action may include, but is not limited to, directions to stop the offensive behavior, counseling, education, and/or disciplinary action up to and including expulsion, subject to the requirements of applicable law and district policies. Refer to Section 5.5 Discipline Code/Guidelines of the Dedham High School Student/Parent Handbook (page 37-56) for further details.

Appeal

If the grievant disagrees with the finding, it may be appealed to the extent provided by the *Dedham High School Student/Parent Handbook*.

Reprisal

It is a violation of this procedure for any person to retaliate, coerce, intimidate, harass or interfere with a member of the school community, or any other official, who has filed a report regarding harassment or assisted with an investigation. This includes any person who reports an alleged violation of this policy or any person who assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment. **Such retaliation may result in disciplinary action, up to and including expulsion**, subject to applicable procedural requirements.

Non-Discrimination Policy and Prohibition against Harassment

Title VI, Title IX, Section 504, ADA, Age Discrimination Act M.G.L.c. 76 §5, M.G.L. c.151C, 603 C.M.R. §26.08

Introduction

The Dedham Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination or harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated.

Discrimination and harassment are contrary to the mission of the Dedham Public Schools and its commitment to equal opportunity in education.

The Dedham Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Dedham Public Schools, or in obtaining the advantages, privileges and courses of study of the Dedham Public Schools on account of race, color, sex, religion, national origin, gender identity, or sexual orientation. (M.G.L c.76 §5) Additionally, the Dedham Public Schools does not tolerate harassment based upon race, color, sex, religion, national origin, gender identity, or sexual orientation. (603 CMR 26.08)

For purposes of this policy, "school" includes school - sponsored events, trips, sport events, and similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Dedham Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Dedham Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate.

Definition of Discrimination and Harassment

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age. Harassment is prohibited by the Dedham Public Schools, and violates the law. Discrimination and /or harassment include, but are not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the Dedham Public Schools; or creates an intimidating, threatening or abusive educational environment

Many forms of harassment have been recognized as violations of the civil rights laws (including Section

504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 151C) by federal courts, state courts, the U.S. Department of Education, Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school- related opportunities, or as a basis for employment decisions
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess
- Discussions of one's own sexual activities or inquiries into others' sexual experiences
- Displaying sexually suggestive objects, pictures, cartoons

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

Grievance Procedure: Reporting Complaints of Discrimination and Harassment

Introduction

If any Dedham Public Schools student, parent/guardian, or employee or third party believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Dedham Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Dedham Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Dedham Public Schools' authority to discipline or take remedial action for conduct which the Dedham Public Schools deems unacceptable.

Grievance Procedures

District Contact

District Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity, and Age is:

Ian Kelly Assistant Superintendent
100 Whiting Avenue
Dedham, MA 02026
781-310-1000

Students, parents/guardians, or employees or third parties who wish to initiate the formal complaint process may also put their complaint in writing to the building Principal.

Any Principal receiving such a complaint shall immediately forward the complaint to the District Coordinator listed above, who will then begin the formal procedure described below.

Any teacher or other employee who receives a formal complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The Principal will then forward the complaint to the District Coordinator listed above, who will begin the formal procedure described below.

The District Coordinator shall handle the investigation and resolution of the complaint, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the chairperson of the school board, who should consult with legal counsel concerning the handling and investigation of the complaint.

Internal Grievance Procedure

Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, the student, parent, guardian, employee, or third party may wish, if possible, to resolve the complaint on an informal basis through discussion.

A student or parent can discuss the issue with his/her teacher or building Principal. An employee or third party can discuss the issue with his/her immediate supervisor or the building Principal.

The person receiving the complaint shall attempt, within his/her authority, to work with the individual to resolve the issue fairly and expeditiously within ten (10) working days of receiving the complaint. If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below. Contact information for building principals and for the Superintendent is located below.

Formal Resolution of Discrimination and Harassment Concerns:

A student, parent/guardian, or employee or third party who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time by putting the complaint in writing to the District Civil Rights Coordinator. An employee, at the request of the student, may put the complaint in writing for the student.

What the complaint should include:

The student/parent/guardian/employee's/ or third party's complaint should include: the name of the individual making the complaint, the name of the individual aggrieved, the name of the individual(s) accused of committing the harassing or discriminatory practice, the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint, witnesses (if any) and the corrective action the student is seeking.

If the written complaint does not contain this information, the District Civil Rights Coordinator will ask the complainant for this information.

When to file a complaint:

Efforts should be made to file such a complaint within twenty (20) calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, the Dedham Public Schools will investigate any complaint no matter when it is filed.

What will happen after the complaint is filed:

Promptly after receiving the complaint, the District Civil Rights Coordinator will conduct the necessary investigation, including making good faith efforts to gather all relevant evidence for consideration. In the course of his/her investigation, the District Civil Rights Coordinator shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant; and the person against whom the complaint was filed and/or the appropriate authority involved; interviewing witnesses; and considering relevant

documentation. During this process, complainants will have the opportunity to present witnesses and other relevant evidence to the District Civil Rights Coordinator conducting the investigation. The District Coordinator or designee should use appropriate interim measures during the investigation of a complaint to ensure that the student is free from discrimination and/or harassment during the pending investigation.

Barring extenuating circumstances, the District Civil Rights Coordinator, will complete the investigation within thirty (30) working days. When more than thirty (30) working days is required for the investigation, the District Civil Rights Coordinator shall inform the complainant that the investigation is still ongoing.

After completing the formal investigation of the complaint, the District Civil Rights Coordinator shall make a decision on the complaint within fifteen (15) working days and shall inform the complainant and the person(s) against whom the complaint was made, of the results of the investigation in writing. If the District Civil Rights Coordinator finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the District Civil Rights Coordinator will refer the matter to the Superintendent of the Dedham Public Schools and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing or discriminatory conduct.

What you can do if you are not satisfied with the outcome of the formal complaint procedure:

If the complainant is not satisfied with the District Civil Rights Coordinator's decision, he/she can appeal the District Civil Rights Coordinator's finding to the Superintendent within five school days.

The Superintendent will review the information considered by the District Civil Rights Coordinator, collect any additional information he/she believes is necessary to make an informed decision and shall issue a written decision to the complainant and the person against whom the complaint was made.

Again, strict timelines cannot be set for conducting the investigation because each set of circumstances is different. However, the Superintendent will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation within ten (10) working days.

If the complainant is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below.

Contact information for the Superintendent and the building principals are:

Michael Welch, Superintendent	(781) 310-1000
Clare Sullivan, Principal, Avery School	(781) 310-5000
Ashley Bodkins, Greenlodge School	(781) 310-4000
Kim Hermes, Principal, Oakdale School	(781) 310-6000
Ed Paris, Principal, Riverdale School	(781) 310-2000
Karen Hillman, Principal, Middle School	(781) 310-7000
Jim Forrest, Principal, High School	(781) 310-1100
Paul Sullivan, Principal, Delta	(781) 310-1033

External Grievance Procedure

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

For complaints related to discrimination/harassment of students:

The Office for Civil Rights US Department of Education 8th Floor
5 Post Office Square, Suite 900 Boston, MA 02109-3921
Telephone: 617-289-0111 FAX: 617-289-0150 TDD: 877-521-2172
OR
The Massachusetts Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 617-994-6000
TTY: 617-994-6196

For complaints related to discrimination/harassment of parents:

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

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights
US Department of Education 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150
TDD: 877-521-2172
OR
The Massachusetts Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 627-994-6000
TTY: 617-994-6196
OR
The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

GENERAL POLICIES

No reprisals or retaliation shall be invoked against any person for processing, in good faith, a complaint, either on an informal basis or formal basis, or for participating in any way in these complaint procedures.

No reprisals or retaliation shall be invoked against any person who, in good faith, has testified, assisted or participated in any manner in any investigations, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.

Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.

The Dedham Public Schools will work with an individual who files a complaint of discrimination or harassment; including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint. Informal resolution may not be appropriate in all cases, including but not limited to more severe or egregious allegations of discrimination or harassment.

DEDHAM SCHOOL COMMITTEE POLICY REGARDING HIV (HUMAN IMMUNODEFICIENCY VIRUS) AIDS (ACQUIRED DEFICIENCY SYNDROME) SCHOOL ATTENDANCE AND CONFIDENTIALITY OF INFORMATION

Epidemiological studies show that HIV/AIDS is transmitted via sexual contact or blood-to-blood contact. Research indicates that it is not transmitted through casual contact such as that found in a school setting. State and federal laws, which prohibit discrimination based on handicap, prohibit exclusion of students with HIV/AIDS. State and federal laws, which prohibit discrimination based on handicap, prohibit exclusion of students with HIV/AIDS from school unless their attendance would present an immediate danger to themselves or others.

Federal and state laws also protect the confidentiality of students with HIV/AIDS. These laws prohibit school personnel from requiring that students or their parents inform the school that a student has HIV/AIDS. Furthermore, if a parent or student chooses to inform school personnel, school personnel are prohibited from disseminating this information without the consent of the student or his/her parents.

Based on research indicating that HIV/AIDS is unlikely to be transmitted in school settings and legal requirements regarding student confidentiality, the following policy statement is approved by the school committee:

- A parent/guardian is not required to inform school personnel if the student has HIV/AIDS. However, the parent/guardian is urged to inform school personnel regarding the infection, as informed school personnel may be able to better attend to the needs of the child.
- If a parent or student chooses to inform school personnel regarding the student's HIV/AIDS infection, the staff member receiving the information may not inform other school personnel without the specific informed, written consent of the parent or guardian. If the student has independently sought HIV testing and informs school personnel of his/her HIV/AIDS status, the school staff member may not inform others without the student's specific, informed written consent. Due to its confidential nature, information regarding a student's HIV/AIDS status should not be kept in the student's record.
- A student will not be excluded from school merely on the basis of his/her HIV/AIDS status. However students with HIV/AIDS are not exempt from exclusion under the board's policy of excluding from school all students who bleed in an uncontrollable fashion.

Students Who Bleed in an Uncontrollable Fashion-School Attendance Policy

A number of serious infectious diseases are spread by contact with human blood, including Hepatitis B Virus and the Human Immunodeficiency Virus. Consequently, all students who exhibit the following conditions will be advised not to attend school until the conditions are resolved:

- The student has weepy or bloody skin or mouth sores that cannot be successfully covered or controlled with medication.
- The student exhibits the behavior of biting other individuals with unusual frequency or severity and there is likelihood that the actual transfer of blood from the biter will occur, or might happen only from a student with chronically bloody gums or mouth; or
- The student exhibits bloody diarrhea.

These conditions are grounds for the exclusion of any student from a school setting, regardless of whether he/she is known or suspected to harbor a blood borne infection.

Universal Precautions for School Settings

In order to protect themselves from infection by blood-borne disease, such as Hepatitis B Virus and Human Immunodeficiency Virus, all staff should instruct students to avoid areas where body fluid spills have occurred in the school setting.

Release of Information

The Code of Massachusetts Regulations (“CMRs”) provides that a school may release some information included in student records without prior consent. 603 CMR 23.07 (4) provides that a school may release the following without prior consent: a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans. The release of this information is subject to one precondition: **before the school releases the information parents and students must be informed and allowed the right to request that this information not be released.** If you do not wish to have the above information released, notify the high school administration (appropriate assistant principal Kristy Yankee (grades 9 and 11), Pete Cavanaugh (grades 10 and 12), or the principal) in writing and a block will be placed prohibiting release. ***Note: “A court order will override a block.”***

Access To Digital Resources. Link: <https://rb.gy/4qhbnc>

The Dedham School Committee supports the right of students, employees and community members to have access to digital resources, including Internet access, to promote innovation and educational excellence consistent with the goals for the district. The district provides students with access to a multitude of instructional resources. All users are expected to use digital resources in a responsible, effective, ethical, and lawful manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance to digital resources in accordance with the following policies:

- IJND - B Student Digital Use
- IJND - C Publicly Available Internet Postings
- IJND - D Social Media and Interactive Web
- IJND - E Staff Digital Use
- IJND - EA Employee Email/Digital Communication Policy
- IJND - F Internet Safety

Student Use:

Annually, all students must agree to and sign appropriate digital use forms prior to the student being granted access to digital resources including the district network. This form must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use:

All staff must agree to and sign appropriate digital use forms prior to the staff member being granted access to digital resources including the district network. Employees must use district email, devices, and networks for the purposes directly related to educational and instructional purposes.

Community Use:

On the recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which digital resources can be and will be available to the community. All guests will be prompted to, and must accept and comply with all appropriate laws and policies to the district network.

Disregard of Rules and Responsibility for Damages

Individuals who violate district rules governing the use of digital resources shall be subject to appropriate consequences. These consequences for students may include a disciplinary report written, parents contacted, suspension, and/or expulsion. Appropriate disciplinary action for employees will be applied up to and including discharge. In all cases, illegal activity will be reported to local law enforcement.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

Disclaimer:

DPS makes no guarantees about the quality of services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from the use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or the network. DPS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees, and officials/appointees.

Student Digital Use Policy Link: <https://rb.gy/deqkwh>

Students shall utilize digital resources* in a responsible, efficient, ethical, and legal manner in accordance with the mission of the school system. The digital resources are provided to support the educational mission of the district; all other uses are prohibited. Students are reminded that any use of the digital resources must comply with this policy and all other applicable policies, procedures and rules of the Dedham Public Schools. Students and parents must acknowledge their understanding of this policy annually.

There shall be no anonymity in use of the digital resources. All users must log in to the network with their given account name and password. No other user may use the network under that account.

Acceptable uses of digital resources are activities that support classroom teaching and learning, career development and limited high quality academic self-discovery activities.

Inappropriate uses of digital resources can be classified into two categories: illegal and prohibited. Please note that some prohibited uses, in certain situations, can be illegal. Examples of illegal and prohibited activities follow. These lists are not to be viewed as comprehensive but as explanatory.

Illegal activities will be referred to the appropriate law enforcement agency. Illegal uses include (but are not limited to): bullying, obscenity, libel, threats, hate postings, sexual harassment, and copyright violations.

Prohibited activities are based on the intended use of the digital resources. Examples of these include (but are not limited to): pornography, profanity, plagiarism, commercial or political use, and anonymous messages. Additionally users are not to broadcast messages, download files or applications, send mass emails, encrypted files, hack, introduce malware (e.g. viruses), raise unwelcome attention, show disrespect or violate commonly agreed upon etiquette when using the digital resources.

The school system has the responsibility for supervision, safety and delivery of education; therefore, the school retains the right to inspect data any time in support of these efforts. This includes all data stored on computers or any storage media made available by the school system to ensure that users are in compliance with these regulations. There is a limited expectation of privacy with digital resources. There is a limited freedom of expression when using digital resources. The school department has the discretionary right to "edit" publications within its jurisdiction. Everything posted or transmitted is a "publication" on the Dedham network.

Users of the system understand that efforts are made to block inappropriate material but that it is impossible to block all offensive material; therefore, the school system is not responsible for any information that is transferred through the Internet. Email is insecure and a public record and may be read by authorized enforcement personnel.

In support of our educational mission, students' work, image, voice and identification may be transmitted through the instructional network, including but not limited to, postings on the school supported Internet sites. Requests for restrictions on such use should be submitted in writing to the building principal.

Digital use in the Dedham Schools is an appropriate application of our instructional program. Staff members are responsible for instructing students on proper usage of the digital resources. Supervision and monitoring of student use will be a staff priority; however, there may be episodes of inappropriate student use. In this event, consequences will be applied. Consequences may include a disciplinary report written, parents contacted, suspension, and/or expulsion.

*Digital resources included by are not limited to digital devices, apps, other software, and resources available by connecting to the network and Internet.

Revised and Approved by Dedham School Committee on 2/12/2020

DEDHAM PUBLIC SCHOOLS SEARCH and SEIZURE POLICY STATEMENT

It is necessary that we have a procedure in place within our school system for search and seizure whenever such action is reasonable and appropriate. Under the fourth Amendment to the U.S. Constitution, students are protected from unreasonable searches and seizures conducted by school officials and teachers. An unreasonable search may invalidate any disciplinary action that was taken and potentially could lead to a claim for monetary damages.

Reasonable searches are conducted when:

- a) There are reasonable grounds for suspecting that the student has violated or is violating the law or the rules of the school.
- b) The search is conducted in a manner that is appropriate to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- c) If a search of the student is necessary for the safety of the student, student body and/or school personnel, the search must be conducted by the building administrator in the presence of another school administrator, nurse, etc. of the opposite sex (if the student being searched is of the opposite sex of the school administrator). If the building administrator determines that the police must be involved and the administrator requests that the police do the search, then a search warrant must be issued. Under **no** circumstance should a school administrator search a student without requesting permission from the student. If a student chooses not to be searched he/she should be notified that he/she will be detained until a police officer arrives with a search warrant. Parents must be notified.
- d) Reasonable grounds for a search may include personal observation that a student possesses contraband material on school property. Additionally, reasonable grounds would be constituted when a reliable source reports the presence of contraband material on school property. In very serious cases (e.g. possession of a weapon) an anonymous report would be considered reasonable grounds. The manner of the search must be tailored to the circumstances. The

search is to be limited to areas and objects that reasonably could be expected to contain the contraband material being sought. The search may include random drug searches by the County Sheriff's office canine division.

A student search (including a locker search) that is conducted by a police officer will, in all likelihood, be upheld if a valid warrant is held. However, searches including locker searches by administrators are allowed, without a warrant if he/she has reason to suspect that a student has violated or is violating the law of the rules of the school. General Laws Chapter 71 Section 37H requires every School Committee to file with the Commissioner of Education its rules and regulations pertaining to the conduct of teachers or students before they become effective. These rules must be made available to teachers and students at no cost.

Substance Abuse

Alcohol/Drugs

Any student with alcohol or drugs in his/her possession, except those prescribed by a physician, or who is suspected of being under the influence of these drugs, will be sent directly to either the school nurse or to the office as proper in each case. The student's parent/guardian will be contacted, and corrective action will be required prior to re-admission to the regular school program. Re-admission will follow suspension provided that the parent/guardian has come into school for a conference and a corrective plan for behavior modification has been developed by the student, parent/guardian and school representative.

1. Established use, possession or being present when and where there is use of non-medical drugs or alcohol while under school supervision or at a school event regardless of quantity, location or time will result in a three-to-ten day suspension for the first offense.
2. Established sale of drugs or alcohol will result in a ten-day (10) suspension and / or expulsion for the first offense.
3. First offense students will not be allowed to attend or participate in any school events or extra-curricular activities (music, athletics, drama events, etc., prom, class day, graduation) for forty-five (45) calendar days.
4. Students in a leadership position (class and club officers, captains) will be required to relinquish their positions for the remainder of the school year.
5. Any additional recurrence will result in a ten-day (10) suspension from the school with a referral for expulsion. In addition, the student will be excluded from attending or participating in any school events or extra-curricular activities for ninety (90) calendar days.
6. Any established use, possession or sale of non-medical drugs or alcohol would be reported to the police, as mandated by State Law.
7. The law pertaining to a drug-free school zone is stated on page 12 under Chapter 227 in this Handbook.
8. Disciplinary action pertaining to substance abuse, sale and/or possession may be taken against students with IEP's, for the purposes of educational programs and activities. As is permitted, circumstances may require a drug/alcohol-testing program as a condition for delivery of SPED services.

Smoking

Any individual using tobacco products on school grounds and/or at an off-site school sponsored activity (e.g.) field trip, prom, social, etc., will be reported to an administrator for disciplinary action. Any student carrying smoking materials on his/her person will be given office detention. The penalty for smoking is, for the first offense, a \$100.00 fine or participation in a smoking cessation program. For second and subsequent offenses the penalty is a \$100.00 fine for each offense. Additional disciplinary consequences may apply.

This policy shall also apply to the possession/use of e-cigarettes, vaporizers, etc. and associated paraphernalia, including but not limited to all substances used for vaporization whether or not they contain nicotine.

**Memorandum of Understanding
Between the
Dedham Public Schools
and the
Dedham Police Department**

I. Statement of Purpose

In order to achieve the goal of a safe, drug-free community, the cooperation of the community and coordination of its resources is essential. The Dedham Public Schools (the “DPS”) and the Dedham Police Department (the “DPD”) agree to engage in a collaborative effort to foster a safe school environment and to deter illegal drug and alcohol abuse involving DPS students. In furtherance of that goal, the Chief of Police, with the support of the Board of Selectmen, and the Superintendent of Schools, with the support of the School Committee, hereby agrees to follow the procedures as outlined in this Memorandum of Understanding to address, communicate and resolve the following mandatory reportable incidents.

II. Mandatory Reportable Incidents

Mandatory reportable incidents shall include:

- A. Any incident in which any DPS student is in possession of, using, selling or distributing alcohol, or
- B. Any incident in which any DPS student is in possession of, using, selling or distributing an inhalant or any controlled substance, as defined in M.G.L. c. 94C, or
- C. Any incident, excluding accidents, in which any DPS student commits or threatens an act resulting in personal injury, property destruction or criminal theft, or
- D. Any incident in which any DPS student is in possession or threatens the use of a firearm or dangerous weapon as defined in M.G.L. c. 269, §10, or
- E. Any incident in which any DPS student commits a sexual assault and/or rape against a child, minor or adult, or
- F. Any incident involving the physical or sexual abuse of a DPS student and any 51A reports filed with the Department of Children & Families, or
- G. Any incident in which any DPS student engages in hazing as defined in M.G.L. c. 269, or
- H. Any incident in which any DPS student commits an act of domestic violence, dating violence or violates a restraining order as defined in M.G.L. c. 209A, or
- I. Any incident in which any DPS student commits a hate crime or a violation of civil rights, or
- J. For sections E, G, H, and I: In those situations where the alleged perpetrator and victim(s) are both DPS students the building principal(s) will be notified.
- K. Any incident in which any DPS student engages in fire-setting, is in possession of or threatens the use of an incendiary device or explosive, or
- L. Any incident in which any DPS student creates or possesses a “hit list” of individuals targeted for violence or death, or
- M. Any threat, direct or indirect, against a student or school personnel, or
- N. Any emergency situation that may pose a threat to human safety or which may result in property damage.

III. Police and School Department Designated Officials

Where a DPS student is involved in a mandatory reportable incident, the Chief of Police designates the Juvenile Officer as the responsible police official to address the incident and the Superintendent of Schools designates the building principal of the school the student attends as the responsible school official to address the incident.

IV. Reporting Requirements

A. In General

1. In General: As appropriate, and in accord with applicable laws, the designated officials shall report to each other all mandatory reportable incidents or information that may affect the safety of students and school employees. The reporting shall be done in a timely manner to promote public safety and to facilitate supportive intervention on behalf of the student.

B. Building Principal Reports to Juvenile Officer

1. Mandatory Reportable Incidents Occurring on School Property: All mandatory reportable incidents involving a DPS student(s) occurring on school property or within a 1,000 foot radius of school property or at a school sponsored/related event shall be reported by the building principal to the Juvenile Officer.
2. Mandatory Reportable Incidents Involving DPS Student(s): All mandatory reportable incidents involving a DPS student(s), occurring inside and/or outside the Town of Dedham, shall be reported by the building principal to the Juvenile Officer where the building principal determines that there are grounds for further investigation and the reporting of the event will facilitate supportive intervention for the DPS student(s).

C. Juvenile Officer Reports to Building Principal

1. Arrests: When any DPS student is arrested as a result of their involvement in any mandatory reportable incident the Juvenile Officer shall share information regarding the criminal complaint application with the building principal.
2. Protective Custody: When any DPS student is taken into protective custody as a result of their involvement in any mandatory reportable incident the Juvenile Officer shall share information regarding the incident with the building principal.
3. Issues of Safety and Security: The Juvenile Officer shall report to the building principal any mandatory reportable incident involving a DPS student(s), occurring inside and/or outside the Town of Dedham, where the underlying conduct poses a threat to the safety and security of any member of the school community and/or school property.

D. School Employees

All school employees are required to report any and all mandatory reportable incidents by students to the building principal.

E. Police Employees

All police employees are required to report any and all mandatory reportable incidents by students to the Juvenile Officer.

V. Alcohol and Drug Related Violations Involving Dedham High School Students

Any incident in which any Dedham High School ("DHS") student possessed, consumed, sold or distributed any drug alcohol on school premises or at school sponsored or school related event is subject to discipline by the DHS Principal. Such discipline is within the discretion of the DHS Principal and may include a school suspension and/or expulsion from the school district.

Any incident, in which any DHS student possessed, consumed, sold or distributed any drug and/or alcohol occurring beyond school property at non-school supervised events which amounts to a Mandatory Reportable Incident is subject to discipline by the DHS Principal as follows:

- A. The Juvenile Officer shall report to the DHS Principal any DHS student arrested or taken into protective custody for the violation of any Massachusetts General Law regarding the use, possession or distribution of alcohol or drugs.
- B. First Offense: When the DHS Principal confirms, following the opportunity for the DHS student to be heard, that a violation occurred:
 1. The DHS student may be suspended from all school activities for a period of up to two (2) weeks.
 2. A mandatory meeting will be arranged for the DHS student, his or her parent(s)/guardian(s) and the DHS Principal. At that meeting, an intervention plan shall be designed to modify the student's behavior and prevent a re-occurrence.
- C. Second Offense: When the DHS Principal confirms, following the opportunity for the DHS student to be heard, that a violation occurred:

1. The DHS student shall be suspended from all school activities for a period of four (4) weeks.
2. A mandatory meeting will be arranged for the DHS student, his or her parent(s)/guardian(s), the school adjustment counselor and the DHS Principal.

VI. DPS Students In the Presence of Underage Drinking or Drug Use

To deter DPS students from abusing alcohol, marijuana and/or controlled substances, when any DPS student is found to be present where underage drinking or drug use is taking place, the following shall occur:

- A. The DPD will take down the names, addresses, ages and telephone numbers of all the youths found to present at the scene and contact his or her parent(s) or legal guardian(s).
- B. Upon parent/guardian request, the DPS will make available to parents/guardians intervention information and support services as necessary.

VII. Implementation

The provisions of this Memorandum of Understanding shall be effective as of September 6, 2012 and will remain in full force and effect until amended or rescinded by the parties. The Memorandum of Understanding shall be in effect from the first day of school through the last day of school in each school year.

Chapter 150. AN ACT RELATIVE TO WEAPONS CARRIED ON HIGH SCHOOL GROUNDS - STATE LAWS AND SCHOOL COMMITTEE POLICY INVOLVING SCHOOL CONDUCT

Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm or hereinafter defined, loaded or unloaded, in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearms" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

FOR DISCIPLINARY MEASURES TO BE TAKEN IN CASES INVOLVING THE POSSESSION OR USE OF ILLEGAL SUBSTANCES OR WEAPONS, THE USE OF FORCE, VANDALISM, OR VIOLATION OF OTHER STUDENT'S CIVIL RIGHTS (SEE EXPULSION).

Chapter 209A – AN ABUSE PREVENTION ORDER

An Abuse Prevention Order sometimes called a "209A order," "protective order," or "restraining order," is a civil court order that seeks to provide protection from physical or sexual harm caused by force or threat of harm from a family or household member. The Abuse Prevention Order has recently been expanded to include substantive dating relationships. Unless there are specific conditions excluding contact on school grounds or in specific classes from the terms of the order, a 209A order must be obeyed by the abuser during school hours and on school grounds. A violation in any way of certain terms of a Temporary or Permanent 209A Protective Order is a criminal offense and the proper authorities will be notified.

Once the school is notified in writing or by a copy of the order that a Protective Order exists between students, a separate meeting will be scheduled by administration, with each student involved to review the order and outline the steps that will be taken by the school to implement the order.

A "Safety Plan" will be established with the victim to address his/her needs, including "Safety Stops," and staff to report to if concerns arise or a violation occurs. Schedule changes and other adaptations such as changes of lockers, seating assignments, etc. may need to be made to avoid face-to-face contact with the defendant. In such cases, the victim's schedule will be accommodated, not the abuser's. The local police will be notified immediately if it is believed that any violation has occurred.

Chapter 227 DRUG FREE SCHOOL ZONE

The controlled substance act provides that any person convicted of possessing, selling or using drugs within 1,000 feet of public or private school (elementary, vocational, middle or secondary) whether or not in session shall be punished by a minimum of a two-year term of imprisonment.

The registrar shall suspend, without a hearing, the license or right to operate a motor vehicle of a person

who is convicted of violation of this statute, however, that the period of such suspension shall not exceed five years; provided further that any person who is under the age of eighteen (18) and who has violated this provision shall not be licensed to operate a motor vehicle until such person reaches the age of twenty-one (21) years.

Chapter 269, AN ACT PROHIBITING THE ACT OF HAZING MGL ch269, s17

Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean only 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 weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

MGL ch269, s18.

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

MGL ch269, s19

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating or on in conjunction with its campus or school, and to every member, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general such institution which fails to make such report.

Excerpts from the Education Reform Act of 1993 MGL CH71, 37H: Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- Any student who has been expelled from a school district pursuant to these provisions shall have

the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to the factual determination of whether the student has violated any provisions of this section.

- Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76. **Amended by** St.1987, c.285; St.1989, c.603; St.1992, c.133,§ 430; St.1993, c71§ 36; St. 1993, c.380§ 1; St.1994, c.51; St. 2012, 222 sec. 1 effective July 1, 2014.

MGL CH71, S37H ½: Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.
- 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 expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such a student, no school or school district shall be required to provide educational services to such student.

The Administration of the Dedham Public Schools (DPS) shall ensure compliance with the policy and

procedures developed in adherence to 105 CMR 201.000: Head Injuries and Concussions in Extracurricular Athletic Activities.

To prevent complications and promote proper diagnosis, management, and optimal recovery from head injuries or concussions, the procedures ensure that the required documentation of physical examination, history of head injuries or concussions, and medical evaluation and clearance are completed. The procedures adhere to prevention, education, training, post concussion response and management, academic accommodations, and plans for graduated return to full academic and extracurricular athletic activities, in accordance with 105 CMR 201.000

2021 – 2022 School Council Members

Thank you to the members of the 2021-2022 Dedham High School Advisory Council for their diligence and commitment to revising the Student Handbook.